

DOCUMENT RESUME

ED 363 241

HE 026 905

TITLE Programs in the California State University That Support Public School Improvement, 1992 Update.

INSTITUTION California State Univ., Long Beach, Inst. for Teaching and Learning.

SPONS AGENCY California State Univ. and Colleges Board of Trustees.

PUB DATE Feb 93

NOTE 79p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For a related document, see HE 026 906.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *College School Cooperation; Cooperative Programs; Curriculum Development; Demonstration Programs; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Public Schools; State Programs; *State Universities; *Teacher Education; Teacher Recruitment

IDENTIFIERS *California State University; *Diversity (Student)

ABSTRACT

This updated report provides illustrative examples of more than 100 projects and activities of California State University (CSU) which address CSU involvement with California public schools. Focus is on activities in four areas: (1) meeting the needs of diverse student populations; (2) strengthening K-12 curriculum and instruction; (3) recruiting, retaining, and diversifying the pool of new teachers; and (4) enhancing the preparation of teachers and other educators. The first section briefly looks at dimensions of CSU involvement in school improvement including goals for improvement; scope, density, and duration; institutional participants and organizational arrangements; and amount and source of funding. Next each of the four areas of CSU involvement are briefly described. The major portion of the document consists of brief descriptions of programs in each of the four areas. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 363 241

Programs in the California State University That Support Public School Improvement



1992 Update

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

CA State University

Inst. for Teaching &
Learning

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

**Programs in the
California State University
That Support Public School Improvement
1992 Update**

*Prepared for the
CSU Board of Trustees
Subcommittee on CSU's Relationship to the Schools
Committee on Educational Policy*

**Members of the Subcommittee
on CSU's Relationship to the Schools:**

*Claudia H. Hampton, Chair
Marian Bagdasarian
William D. Campbell
Bernard Goldstein*

Prepared by:

**CSU Office of the Chancellor
Division of Academic Affairs, Plans and Programs
Jan Mendelsohn, Associate Dean**

Published by:

**The California State University
Institute for Teaching and Learning
400 Golden Shore • Long Beach, CA 90802-4275**

Revised and Reprinted

FEBRUARY 1993

TABLE of CONTENTS

Introduction	1
Dimensions of CSU Involvement in School Improvement	2
Goals for Improvement	2
Scope, Intensity, and Duration	2
Institutional Participants and Organizational Arrangements	2
Amount and Source of Funding	3
Areas of CSU Involvement in School Improvement	4
Meeting the Needs of Diverse Student Populations	4
Strengthening K-12 Curriculum and Instruction	5
Recruiting, Retaining, and Diversifying the Pool of New Teachers	6
Enhancing the Preparation of Teachers and Other Educators	7
Illustration I	
<i>Sample Programs for Meeting the Needs of Diverse Student Populations</i>	9
Illustration II	
<i>Sample Programs for Strengthening K-12 Curriculum and Instruction</i>	29
Illustration III	
<i>Sample Programs for Recruiting, Retaining, and Diversifying the Pool of New Teachers</i>	49
Illustration IV	
<i>Sample Programs for Enhancing the Preparation of Teachers and Other Educators</i>	61

Programs in the California State University That Support Public School Improvement 1992 Update

Introduction

There is a critical need—articulated by leaders in government, business, and education—to strengthen elementary and secondary education in the United States. Improving our schools and increasing academic achievement by all students has become a social and economic imperative. Accomplishing this goal will require creativity, leadership, sustained dedication, energy and resources of many institutions, including universities.

There are thousands of projects and tens of thousands of interactions in which CSU faculty and staff work in cooperation with the schools to strengthen education from kindergarten through high school. This deep commitment of CSU campuses to school improvement is well documented. In October 1989, the Board of Trustees' Committee on Educational Policy received the report *Programs in the California State University*

That Support Public School Improvement. The report, which was disseminated throughout the state and well received, provided information on numerous school improvement projects, partnerships, and activities involving CSU campuses. The report illustrated the variety and complexity of the projects and relationships maintained by CSU faculty, staff, and administrators with their school counterparts.

There is significant interest within the state's educational community in current information on CSU involvement in school improvement activities. In September 1991, the Educational Policy Committee of the Board of Trustees established a subcommittee on the CSU's relationship to the schools. The subcommittee is charged with developing a long-range plan regarding the relationship of the CSU to K-12 schools and appropriate roles for the CSU in providing services to schools. In preparation for its task, the subcommittee reviewed *Programs in the California State University That Support Public School Improvement* (1989) and requested updated information.

This updated report provides illustrative examples of projects and activities in each of the four primary areas of CSU-school involvement that were defined in the 1989 report: (1) meeting the needs of diverse student populations; (2) strengthening K-12 curriculum and instruction; (3) recruiting, retaining, and diversifying the pool of new teachers; (4) enhancing the preparation of teachers and other educators. The report highlights some major trends in these areas and issues associated with the current budget crisis. Campuses have provided hundreds of descriptions of current programs and activities, including updated descriptions of many projects cited in the 1989 report and many new illustrations of CSU campus projects. (This report is not intended, however, to provide a progress report on each individual project described in the 1989 version of *Programs in the California State University That Support Public School Improvement*.)

The projects and activities described in this report are extraordinarily diverse and vary significantly along the dimensions discussed on the following pages.

Dimensions of CSU Involvement in School Improvement

Goals for Improvement

CSU campuses and faculty are involved in all facets of school improvement. These endeavors reflect the variety and breadth of national and state education goals and school reform initiatives. Some examples of school improvement goals (often overlapping) include: strengthening curricula and improving instructional effectiveness in specific subject areas, improving educational achievement within particular student populations, assessing learning and diagnosing learning problems, restructuring schools, empowering teachers and other educational professionals, strengthening the preparation of educators and educational leaders, providing an ethnically diverse educational work force, developing effective instructional materials and technology, improving the educational environment, assuring safe schools, preventing school dropouts, involving parents in education, and linking education with health and other social services for youth and children. Most CSU activities that support school improvement can be placed in one or more of the four primary goal areas identified in the previous paragraphs.

Scope, Intensity, and Duration

CSU is involved with schools on a local, regional, and statewide basis. The number and size of school districts within a campus service area may vary widely, as will the distance of those districts from the campus. Some projects are very narrow in scope, having a single relatively straightforward objective, such as increasing minority student enrollment in algebra at a specific high school. In contrast, other activities will have

broad, interlocking, complex objectives that require continuing, intense effort over a long period of time, such as improving the support and assessment of beginning teachers during their first two years of teaching, or restructuring the science curriculum in grades six through twelve. Possibly the most complex efforts are school restructuring initiatives, which seek to change relationships, attitudes, and fundamental ways of doing business.

Ideally, the scope and intensity of effort and project duration are geared to the project's objectives; in reality, funding usually drives the intensity and duration of activities. Some projects are begun as pilots to test a program or strategy. If successful, the program or strategy may become a model for replication; at established sites, it may lose its identity as a project and become institutionalized as part of the normal operations. Too often in education, there are substantial investments in activities that prove successful but are nevertheless discontinued because of lack of funds and competing priorities. Implementing what works on a widespread basis and making important fundamental changes in education in California requires intense, sustained effort backed by substantial leadership and resources.

Institutional Participants and Organizational Arrangements

The number and variety of institutional players and collaborative arrangements in the school reform arena is staggering. School participation is typically at the district or school level. In the CSU and other university systems, most school improvement initiatives are campus-based. State agencies, especially the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC), federal agencies, private foundations, and professional organizations are principal participants in school improvement projects as well as funding sources. Recently, business organizations have increased their involvement in

school improvement. The efforts of the California Business Roundtable and newly established school-business partnerships reflect this trend.

Some organizational schemes are well-defined formal partnerships or agreements; others are defined by short- or long-term grant or contract arrangements; some are informal, ad hoc activities or interactions; and still others would be characterized as ongoing networks. The partnership concept applies not only to local projects, such as one university collaborating with one school district, but also to superstructure arrangements, i.e., coordinating boards, communications networks, and multilevel partnerships. Examples of these organizational schemes include (1) the SB 1882 Concurrence Committee, composed of representatives of the UC, CSU, and superintendent of public instruction, which advises the UC regarding SB 1882 Subject Matter Projects or (2) the Intersegmental Coordinating Council, established in 1986, to promote intersegmental initiatives and facilitate communications between K-12 and postsecondary on intersegmental issues.

The vision of postsecondary academics descending from their ivory towers to help the beleaguered schools is antiquated. Over the last decade, strong and increasing emphasis has been placed on university involvement with schools through partnerships. "Partnership" implies a mutuality of interest and parity in decision making between the university and school participants. There are notable differences in the institutional cultures, priorities, communications, calendars and operations of universities and schools; these differences can be obstacles to successful partnerships. There is no doubt that successful collaboration requires sensitivity and substantial investment of time and other resources by all partners. Scarce resources may affect the creation of new school-university partnerships and the continuation of current successful partnerships.

Amount and Source of Funding

School improvement activities involving the CSU rely on direct and indirect support from public and private funding sources. The state has provided funding to the CSU or other state-level entities specifically for certain school improvement projects, such as the California Academic Partnership Program, the California Technology Project, Comprehensive Teacher Education Institutes, and the California New Teacher Project. However, traditional CSU budget generation methodology did not take into account CSU involvement in the schools other than that associated with established teacher preparation activities or with specific intersegmental projects—and full funding of budget formulas was not forthcoming from the state in any case. CSU support for many projects must rely on indirect funding from the campus budgets. Extramural funding for specific projects and activities may be available from public or private sources; generally, a campus must compete for such funds and usually does so in conjunction with school partners. (Even projects supported by extramural funding frequently require significant in-kind contributions from the university, however.) Proposition 98, approved in late 1988, has had an effect on the routing of state funding for school-university collaborations. Proposition 98 funding for school-university collaboratives must be allocated to the budgets of school districts or county offices of education; prior to passage of Proposition 98, state funds for school improvement could also flow directly to university budgets. The long-term effect of routing the funds to only K-12 (and community college) budgets may have subtle effects on the relative roles of the collaborating partners.

Concerns about adequate and stable funding for CSU involvement in the schools are not new. Often funding has been inadequate to expand or replicate existing successful efforts and to establish worthy new initiatives. It is not uncommon for project funding to be discontinued prior to completion of a project

regardless of the documented success of the project. Funding patterns also contribute to the difficulty in institutionalizing worthy improvements developed in innovative projects. Currently, CSU cannot be directly funded by the state from Proposition 98 funds to work with schools. The current budget crisis provokes distressing questions about the expenditure of scarce CSU resources on school improvement activities when university instruction is in jeopardy. The heightened competition for funding will necessarily affect the nature and degree of CSU involvement in the schools.

Areas of CSU Involvement in School Improvement

Meeting the Needs of Diverse Student Populations

California is facing the challenge of educating one of the most diverse student bodies in the world. Currently, kindergarten through grade twelve public schools are composed of fifty-four percent ethnic minority students. Hispanics account for about one-third of the school population. Nearly one-fourth of all immigrants to the United States settle in California and contribute significantly to the rich mix of cultures in the state. In the elementary schools, one out of every six students was born in another country. Almost twenty percent of today's students are classified as limited English proficient; twenty-nine percent of the students entering kindergarten in California are learning English as a second language. The school population also embodies increasing diversity and disparity in socioeconomic terms.

According to Policy Analysis for California Education (PACE), sixty percent of California's children may experience living in single-parent homes. The number of children living in poverty doubled between 1969 and 1987; if this trend continues until the end of the century, over thirty percent of the state's children will be living in poverty. The demographic trends identified in the 1980s continue, and projections indicate that

ethnic and linguistic minority populations in our schools will continue to grow.

The educational attainment of the present and future adult population of California has implications for the state's economic and social condition. The current recession and state budget crisis and the recent unrest in Los Angeles have focused public attention on the educational and economic disparities in the state and how education, economic prosperity, and social stability are interrelated. The educational success of California students is of increasingly serious concern to most segments of society. That concern is particularly acute in regard to the decreasing but still significant gap between the achievement levels of white non-Hispanic students and students from groups that have been underrepresented among college graduates. Raising the educational achievement for all students and closing the achievement gap require a sustained and concerted effort on the part of the entire educational community.

Many of the California State University activities directed to these ends were reported to the Trustees in 1989. Increasingly, the efforts of the CSU are aimed at closing the achievement gap and supporting schools to meet the needs of diverse language and ethnic minority students. Examples of these efforts include programs for students at risk, adopt-a-school programs for high minority schools, intense instruction in mathematics and science in high minority secondary schools, programs in English language development, dropout prevention projects, and parent education programs. These kinds of projects and activities are described in Illustration 1.

In addition to projects specially funded to meet the needs of underrepresented students prior to their admission to the university, all campuses support an array of outreach and recruitment programs aimed at improving college participation rates among under-

represented and underserved populations. Campus-based student affirmative action programs maintain partnership efforts with all California public high schools with high minority populations to ensure that students have adequate preparation for college and to motivate them to attend. The Educational Opportunity Program provides both academic services and financial assistance to economically and educationally disadvantaged students.

Strengthening K-12 Curriculum and Instruction

The call to strengthen the curriculum and improve instruction, which was revived by the education reports of the 1980s, stems from deep concern about inadequate educational achievement. Current and future economic needs continue to motivate curricular improvements, particularly in mathematics and science.

The complex and incremental development of school curricula in California is shaped by many forces. In 1992, the California Department of Education issued two new sets of recommendations in its reports, *It's Elementary* and *Second to None*, for elementary and secondary schools, respectively. These reports are intended as road maps to reforming school structure, curriculum, and instruction. Undoubtedly, they will help shape the future involvement of CSU in curricular and instructional reform at the elementary and high school level, as did *Caught in the Middle*, the 1987 California Department of Education report on reforming middle school education. The principal influence on what is taught in California schools is the subject area frameworks, developed for each discipline by the California Department of Education. The content of a curriculum framework is intended to be responsive to research, professional judgment and practice, and university admissions requirements and expectations for entering freshmen; it is influenced by subject area organizations and associations, individual content-area experts, and agencies such as the National

Science Foundation. (For example, the National Science Teachers Association and the National Science Foundation have cooperatively recommended and supported far-reaching recommendations for restructuring science education.) The frameworks are also important resources to universities preparing prospective teachers in the various disciplines addressed by the frameworks. Fostering the use of the curriculum frameworks in school districts has been a high priority of the superintendent of public instruction.

University admission requirements, school district policy, preservice teacher preparation, staff development for practicing teachers, textbooks and instructional materials all affect and are affected by school curriculum. A new curriculum may require that teachers develop an understanding of new content and methods of instruction. As a result, staff development programs are designed to address the effective delivery of the new curriculum. The drive to strengthen curriculum has been accompanied in the 1990s by proposals for student and teacher assessment beyond what typically takes place in individual courses. For example, the establishment of national education goals and assessments is being considered, and the National Board for Professional Teaching Standards has been established to implement assessments that would lead to an advanced certification for practicing teachers.

University faculty, both in education and in subject-matter areas, have been involved in all facets of curriculum development for many years. CSU faculty leaders contribute to curriculum development at the national and state level. For example, as the National Science Teachers Association worked to develop and disseminate its recommendations for reconstructing science education, Dr. Bonnie Brunkhorst, professor of education at CSU San Bernardino, served as its president. CSU faculty are well represented among those who help schools and teachers develop and implement

curricular change. Staff development is the major vehicle for interaction between university faculty and school faculty regarding curriculum and instruction. CSU faculty are increasingly involved in staff development to strengthen the use of educational technology through the California Technology Project, which was established in 1989, and the subject matter projects, which were expanded in 1988 through passage of Senate Bill 1882.

Projects and activities to strengthen curriculum and instruction are described in Illustration II.

Recruiting, Retaining, and Diversifying the Pool of New Teachers

California must ensure an adequate supply of teachers and other educators for its schools. Approximately 15,000 teachers are hired annually in the state, according to the California Department of Education. Although the general shortage of teachers projected in the mid-1980s has not developed, there are serious shortages of teachers for several specialized areas, including bilingual and English language development, special education, science, and mathematics. Inner-city and rural schools continue to report shortages of teachers. Attrition of new teachers has been severe enough to affect teacher supply and demand markedly; reports indicate that over 30 percent of new teachers leave teaching prior to their fifth year. In urban school districts, the problem of retaining new teachers is more acute.

The California State University prepares 70 percent of the teachers educated in the state, and since 1988 it has maintained a fairly steady supply of teachers. Prior to the current budget crisis, it appeared that the production of new teachers, when coupled with the customary out-of-state recruitment by school districts, was adequate to meet the general demand. The full effects of the budget crisis on the number of teachers prepared on CSU campuses is unknown. Many campuses are

reporting informally that they are unable to accommodate all qualified teaching credential program applicants for 1992/93. A decrease in teaching credential program enrollments will likely lead to a drop in the number of persons recommended for teaching credentials by CSU campuses. However, depressed state revenues and consequently meager school district budgets are also likely to curtail the demand for beginning teachers.

The teacher work force has not been as diverse as the student population, which is close to 54 percent minority. In 1989-90, about fifteen percent of those receiving initial teaching credentials in California were African-American, Hispanic, or Asian. The California State University has taken a leadership role in the development of programs to address this imbalance. The CSU Teacher Diversity program was established by the Board of Trustees in 1989-90; since then, it has been expanded to involve every campus. Through Teacher Diversity projects, campuses support, assist and recruit to teaching secondary, community college and undergraduate minority students. Most campus Teacher Diversity projects have at least one component designed specifically to attract and support teachers' aides, a group which is composed predominantly of ethnic minority persons who are interested and experienced in working in schools. The CSU Teacher Diversity program, supported annually by \$1.5 million in lottery funds, is the most comprehensive effort in the state to increase minority participation in teaching. It will be several years until adequate evaluative data are available, since it takes many years for students to progress through the pipeline from high school or community college to a teaching career. However, there is very positive anecdotal evidence that campus Teacher Diversity projects are attracting many minority and bilingual candidates to teacher preparation programs.

The California New Teacher Project (CNTP), sponsored by the Commission on Teacher Credentialing and the California Department of Education, addresses the effectiveness and retention of beginning teachers through support and assessment programs. The statewide effort demonstrated that intensive support, continued training and informative assessments of teachers in their first professional years result in better instruction for students and high rates of teacher retention. Retention was particularly notable among minority teachers and teachers serving in hard-to-staff urban and rural schools. CSU campuses have been critical to the success of the California New Teacher Project; eleven CSU campuses have been involved in nineteen of the thirty-two California New Teacher projects. The five CSU campus projects in the New Teacher Retention in Inner City Schools Program, established in 1986 by the CSU and the California Department of Education, were absorbed into the CNTP when CSU funding was discontinued in 1989. Currently, \$5 million of General Fund support for new teacher support and assessment programs is pending for 1992/93.

Descriptions of projects and activities to recruit, retain, and diversify the pool of new educators are found in Illustration III.

In addition to general recruitment activities, campuses have established specialized teacher preparation programs to facilitate paid teaching internships, to encourage and assist students to become special education teachers and bilingual teachers, and to meet the unique needs of groups of retired military and industry personnel who are interested in becoming mathematics or science teachers. Examples of these programs are also found in Illustration IV.

Enhancing the Preparation of Teachers and Other Educators

Universities can influence school reform most effectively through the preparation of excellent

teachers, educational specialists and leaders. Although universities collaborate and share preparation responsibilities with the schools, the primary responsibility for preparation of education professionals belongs to the university. Through educator preparation that is innovative and responsive to the needs of students and schools, CSU significantly contributes to improving education in California. CSU campuses are nationally recognized for innovative preparation programs. For example, three CSU campus programs were among the eight 1992 national recipients of the prestigious American Association of State Colleges and Universities Christa McAuliffe Award for Excellence. The awards commended outstanding programs at Fresno, Northridge, and San Bernardino.

Every CSU campus offers baccalaureate programs in subjects commonly taught in schools and professional education programs for basic teaching credentials. Most campuses offer an array of professional preparation programs corresponding to approximately thirty state credentials authorizing service in the public schools. For example, preparation programs are offered for school counselors, psychologists, librarians, nurses, administrators, reading specialists, early childhood specialists, bilingual-bicultural teachers, and several categories of special education teachers, etc. There are hundreds of credential programs in the CSU—as many as 35 credential programs on a large campus. Enrollments in professional credential and master's degree programs in education have totaled more than 25,000 students annually. In addition to preparing most of the state's teachers, CSU campuses prepare the majority of the state's school administrators, counselors, psychologists, and teaching and curriculum specialists. The preparation of education professionals by CSU academic departments and schools of education fosters a multitude of interactions and relationships between CSU faculty and involved school professionals.

In 1983, CSU began a major initiative to strengthen teacher preparation. The Board of Trustees has received a series of reports documenting the success of these

efforts, which have included setting rigorous standards for admission to and exit from teacher preparation programs and establishing the All-University Responsibility for Teacher Education initiative.

More recently, campuses have established specialized preparation programs to target and meet the needs of particular groups of prospective educators, such as teachers' aides and retired military personnel, and to meet the needs of the schools for particular specializations, such as English language development, bilingual, and special education teachers. In response to the demand for more teachers of limited English proficient students and to new standards adopted by the Commission on Teacher Credentialing, most CSU campuses are currently redesigning two credential programs, both focusing on English language development. One prepares bilingual teachers who will teach English language development and be able to teach other content in the students' primary language; the other prepares English as a Second Language teachers, who are usually monolingual but are prepared to teach English language development in multilingual classrooms.

In the last few years, there has been a substantial increase in the number of internship programs offered by CSU campuses. In these programs, interns (postbaccalaureate students) carry out classroom teaching responsibilities with supervision and are paid by the school district while they complete their formal preparation. These programs are particularly valuable to students with extensive family financial responsibilities, whose need for uninterrupted gainful employment would otherwise not allow them to earn teaching credentials. Another important innovation in teacher preparation is the professional development school. CSU campuses at Fresno, Fullerton, Hayward, San Bernardino, San Diego, San Francisco, and San Luis Obispo have established professional development schools in partnership with local school districts. In a

professional development school, teacher preparation becomes part of the school's mission, and university and school faculty work collaboratively to improve instruction and create the ideal environment for training new teachers.

Examples of efforts to provide innovative teacher preparation programs are found in Illustration IV.

Illustration I

Sample Programs for Meeting the Needs of Diverse Student Populations

○ *College Readiness Program*

The College Readiness Program (CRP) was established by CSU and the California Department of Education in 1986 to (1) increase the numbers of African-American and Hispanic students who meet the CSU admission requirements upon graduation from high school; (2) encourage collaborative relationships among CSU faculty and students, middle school principals, counselors and teachers, and (3) raise the level of family and community awareness about college and financial aid opportunities.

CSU campuses participating in the CRP are Dominguez Hills, Fresno, Hayward, Northridge, and San Jose. The program provides academic enrichment for African-American and Hispanic students in 21 selected intermediate schools. Trained CSU student interns from the five participating campuses provide after school academic assistance in mathematics and English to the participating sixth, seventh, and eighth grade students.

CRP has undergone external evaluation for the five years of its existence. The 1990-91 evaluation report shows that CRP students are twice as likely to be eligible for ninth grade college preparatory English and mathematics courses. Of the eighth grade CRP participants, 66 percent were enrolled in or recommended for college preparatory English as compared to 50 percent of the students who did not participate in the CRP. For Algebra I and geometry, 56 percent of the eighth grade CRP students were enrolled or recommended as compared to 39 percent of the contrast group.

○ *Center for Collaboration for Children*

A new statewide Center for Collaboration for Children, dedicated to enhancing the relationships among children, families, education and social services, was established at California State University, Fullerton in October. Funded in part from a \$100,000 allocation from the CSU chancellor's discretionary lottery funds plus grants from the Arco Foundation and Annie E. Casey Foundation, the center is located at Fullerton's School of Human Development and Community Service. Goals of the center include:

- Strengthening the role the CSU plays in educating and graduating teachers, social workers, counselors, and health and human services professionals.
- Reviewing the CSU curriculum in education, health and human services to assess how well it provides professionals with the skills needed to collaborate with professionals from other child-related disciplines.
- Restructuring children's services and public education leading to new internships and programs placing students in settings where children and families are served holistically.

○ Denotes statewide or multicampus program.

- Incorporating models of multicultural collaboration in ways that promote unity rather than divide groups across racial and ethnic boundaries.
- Providing inservice education and other community service activities that encourage public and private agencies to work together rather than along lines that fragment and separate the efforts of schools and other children's services agencies.
- Conducting program and policy research to document what schools and state and local governments have done and could do to address the needs of children who are at risk of failure.

Several CSU campuses are involved in the systemwide program. The CSU graduates some 10,000 students per year in children's services such as education, social work, child development, nursing and recreation.

○ *Student Internships: Outreach to Under-represented High School and Community College Students*

The Student Internship Programs for Services to Designated (high minority) High Schools was initiated in 1987 to ensure that students in high schools with large populations of underrepresented ethnic minority students are knowledgeable about CSU admission requirements and are encouraged and assisted in applying for college. The primary target group is ninth and tenth graders. The program currently serves 256 high minority high schools with at least 40 percent underrepresented minority enrollment. Current enrollment data show that these target populations are increasingly eligible for the CSU. Currently, campus allocations for qualifying high schools in their service areas are about \$2,734 per high school.

○ Denotes statewide or multicampus program.

○ *Mathematics, Engineering, Science Achievement (MESA)*

MESA is a statewide program that includes twelve CSU campuses. Its primary purpose is to prepare talented and highly motivated minority high school students for fields of study and careers in the sciences and engineering. The program receives state and private support to maintain and enhance its precollege programs. MESA is planning programs for junior high and elementary schools. The Minority Engineering Program (MEP) is designed to attract underrepresented minority students into engineering fields of study at the undergraduate level and into careers in engineering.

○ *Human Corps at the California State University*

The Human Corps was established in 1987 through the passage of Assembly Bill No. 1820. Since that time, the California State University has made significant progress in the implementation of this program both on a systemwide and individual campus level. Activities and programs are in place on all twenty CSU campuses and new methods of service are continually being explored and developed.

Even with the tremendous obstacles imposed by continued budget cutbacks, including loss of \$1 million in annual lottery support since 1990-91, campus Human Corps activities demonstrate tremendous initiative in incorporating community and public service into the life of the university. Examples of categories of involvement in Human Corps activities include the following:

- programs for the deaf and disabled
- ESL and literacy tutoring
- environmental projects
- educational participation in communities (EPIC)
- services to the homeless agricultural program assistance
- resource assistance for the nonprofit sector
- outreach to the public schools

With respect to the latter, the following are selected examples of CSU campus activities relating to public schools.

California State University, Dominguez Hills

Partners in Learning is a mentoring program in partnership with Los Angeles Unified School District. CSUDH students are chosen to mentor sixth grade students from a local LAUSD primary school. The campus is working with Hawaiian Avenue School in Wilmington.

California State University, Fresno

Student volunteers working with the university's Upward Bound program provide academic assistance to high school students and assist with orientations to the university – both at high school sites and at the university. Volunteers also serve as peer counselors and participate in career and academic workshops. Student volunteers seek out tutoring positions in math, reading, or English. With the influx of Hmong, Asians, and other non-English speaking groups settling in central California, Students for Community Service encourages volunteers who can tutor in the English language and teach reading skills to these people. Agencies or institutions associated with SCS include, but are not limited to:

Fresno Unified School District, Catholic Charities, Fresno Adult Literacy Council, Fresno Tomorrow, and the Library Literacy Program.

California State University, Hayward

Off-campus Tutoring Program – The objective of this program is to develop programs for tutoring children in various communities and school districts within the California State University, Hayward service area. This program is currently devoted to providing assistance to the Oakland community and the Oakland Unified School District. It is hoped that the program can be expanded soon to include other areas.

Humboldt State University

Campus Recycling Project (CRP) – Over 100 students volunteered to build bins and maintain regular collection; educate local school youth on hands-on strategies to reduce, recycle and reuse; and publicize methods of solid waste reduction to the community at large. Youth Educational Services (Y.E.S.) – In its twenty-second year, 332 student volunteers provided more than 39,000 hours of community service. Four new programs, initiated and directed by student leaders, joined the twelve continuing programs. The new programs served adult consumers of mental health (one-to-one friendships with student volunteers); public school children (teaching conflict resolution and cooperation); children in after school programs (teaching sign language). Continuing programs focus volunteers on children living in low-income housing; teen parents; children failing in school; isolated seniors; community members seeking information on selective service issues, environmental concerns, and combating social oppression; and Southeast Asian refugee families. A unique program of HSU and of Y.E.S. is the Leadership Education through Adventure Program (L.E.A.P.). Students offer year-round opportunities for at-risk youth to try white water rafting, backpacking, and rock climbing.

California State University, Long Beach

CSULB's African-American Mentoring Project has successfully involved 60-80 students in a three-way mentoring program. The university students are enrolled in black studies courses that incorporate community involvement into the curriculum. University students serve as mentor/tutors to African-American junior high school students and, at the same time, the CSULB students receive mentoring from African-American staff/faculty members.

California State University, Los Angeles

Cal State L.A.'s EPIC program also sponsors on-campus, student-run projects that include a summer youth employment and college motivation program for low-income high school youth and EPIC's Annual

Christmas Toy and Food Drive. Both of these projects are organized by students and involve year-round planning and preparation.

California State University, Northridge

In the NAACP Saturday Morning School, student volunteers are spending Saturday mornings, through the academic year, teaching/tutoring students grades 7-12 in a variety of academic and nonacademic areas. Students have been recruited through regular classes and clubs/organizations.

Granada Hills High School has established an honors program for its minority students. Incorporated into the program is one-on-one mentoring/tutoring. CSUN students are volunteering to tutor in various academic subjects as well as providing guidance in a number of after school projects.

San Jose State University

A program at the Selma Olinder Elementary School is offered. Human Corps students choosing this option work in a school that is seventy percent minority, a place where more than a dozen languages are spoken. Some of the university students work with the bilingual program, others join the school counselor on a districtwide self-esteem project.

Several Human Corps students have chosen to participate at the newly formed Galarza Institute, which works with Mexican-American high school students at risk.

○ Ventures in Education: Restructuring High Schools

The purpose of this CSU video conference, supported by the National Science Foundation, is to demonstrate the past effects of an ongoing 10 year-old restructuring effort that has been taking place in a variety of urban and rural high schools across the country. Each of the schools in this effort focuses its attention on poor and

○Denotes statewide or multicampus program.

minority youngsters. As a result of the video conference, participants will be able to learn how these students from Manhattan to rural Alabama to the Navajo Reservation can respond to a rigorous academic high school program and achieve considerable academic success. The six-hour national teleconference will have three basic segments. The first segment will focus on the rich array of mathematics and science courses in these schools. The second and third segments will address how new sites are developed. The major theme is that all the achievements and successes that occurred in these schools happened because "ordinary" or seemingly "less than ordinary" teachers worked extremely hard and used the teaching of mathematics and science as the vehicle for overall school improvement.

○ Southern California ACCESS Center and Network

This is a consortium of the six CSU campuses in the L.A. Basin, along with feeder community colleges and K-12 school districts. The mission of ACCESS is to increase the number of students from underrepresented groups who choose to major in the sciences and engineering. To accomplish the mission, a focus ACCESS TO ALGEBRA has been established for eighth grade students. The project is developing new programs and enhancing the many equity programs already in place in the CSU. The project has received \$3.5 million from the National Science Foundation over a 5-year period.

○ Summer Intensive Mathematics for Underrepresented Minorities

This project is designed to change the undergraduate course patterns in mathematics for underrepresented minorities. High school students are being prepared to take beginning calculus upon entrance into a university through intensive summer honors programs during their last two years of high school. Unless university students are firmly grounded in mathematics, most fields of study and careers do not

become viable options for them. The project is supported by CSU Business Associates and during the summer of 1990 was located at Dominguez Hills and Fullerton campuses. In 1991/92, the focus has been on underrepresented minority women. This component was funded by CSU Business Associates and corporate sponsors. 1993 will bring Pathways to Calculus, a college version for minority women, supported by the National Science Foundation.

Academic Decathlon – Fresno

Fresno cosponsored the Academic Decathlon with the Fresno County Schools. Participants numbering 168, from 18 area high schools, were on campus for the essay portion of the competition and a "walk-about" to become familiar with the campus. They returned for the academic testing of the decathlon. The event culminated with an awards ceremony on February 6, 1992.

Accelerated Schools Project – Los Angeles

Two school/university partnership programs are housed in the Division of Curriculum and Instruction: The Accelerated Schools Project is directed by Stanford University, with support from the Chevron Corporation. It involves the CSLA School of Education and 99th Street School, in the Los Angeles Unified School District. The project is designed to improve the academic achievement of at-risk elementary students, through school improvement efforts.

Action for Responsibility Institute – Dominguez Hills

This project is a partnership with the Compton Unified District to prepare counselors, school psychologists, teachers, and parents for effective substance abuse educational strategies. It is supported by a grant from the U.S. Office of Education.

Adopt-a-School Program – Los Angeles

Cal State Los Angeles has adopted Sierra Park Elementary School in the LAUSD. The school, one

mile north of the CSLA campus, serves a Hispanic and Asian-American community. CSLA serves as a resource for the instructional programs at Sierra Park. Each year activities have involved CSLA from the English, physics, and physical education departments. Science faculty at CSLA present a series of workshops on teaching science to the teachers have assisted in the creation of a science laboratory room at the school which will serve as a resource room for all classes at Sierra Park.

Adopt-a-School – San Bernardino

San Bernardino has formally adopted Parkside Elementary School and Cajon High School as partnership programs. At these sites, there have been many kinds of faculty interaction and even joint appointments with university faculty.

Advances in Biological Science Program – Northridge

The National Science Foundation Advances in Biological Science program updates teachers in the latest advances in laboratories in biological science. The program involves annually high school and junior high science teachers who work with distinguished scientists, including Nobel Laureate Francis Crick. The program has been operating for seven years and has been supported by over \$600,000 in grant funds from NSF and additional funds and in-kind contributions from various other organizations.

Afro-American Cultural Technological Scientific Olympiad (ACT-SO) – Dominguez Hills

ACT-SO is a major project of the NAACP designed to encourage African-American students to excel academically through involvement in the National ACT-SO Competition. Humanities and Fine Arts staff members have served as mentors for these talented young people. HFA also holds the regional competition on the CSUDH campus. Faculty and graduate students act as judges.

AVID: Advancement Via Individual Determination – San Diego

AVID was initiated in San Diego by the County Office of Education. The purpose of the partnership is to increase the number of underrepresented students attending college, with hopes that many of them will choose San Diego State University. AVID coordinators identify students from underrepresented groups and work with them during their junior high and high school years in study skills, values, and life expectations. SDSU became involved with the program in order to provide a bridging experience so that students still in high school could have a preliminary college experience.

Bay Area Homeless Program – Hayward

The Bay Area Homeless Program is a consortium of Bay Area public and private campus projects designed to bring the resources of Bay Area universities and colleges to bear on the alleviation and prevention of homelessness while at the same time expanding and strengthening efforts to involve students in community service activities. A significant goal of the BAHF is to reduce the negative effects of homelessness on the academic performance of students in grades K-12.

Bay Area School Development Project – San Francisco

The goal of the Bay Area School Development Program is to facilitate change in how schools are organized and operate to enhance teaching and learning for urban children by: (1) providing inservice training and consultation to school districts in the greater Bay Area; and (2) developing integrative, collaborative, and field-based programs for the preparation of education, health, and social services professionals. Representatives from three Bay Area schools districts (Oakland, Ravenswood (East Palo Alto), and San Francisco), and San Francisco State University have been exploring the potential for a comprehensive school reform initiative using the School Development Program framework developed by James Comer and associates at Yale University. In

consultation with the Yale program staff, San Francisco State University and the three school districts have entered into a collaborative partnership with the intent to develop a Bay Area Regional Training Center for the School Development Program. While the regional training center will start with a partnership between one university and three schools districts, it is envisioned that the training center will develop into a program that will build partnerships between many regional school districts and institutions of higher learning.

Bridge Program – Stanislaus

The Institute for International Studies works collaboratively with Modesto Junior College and the Modesto City Schools (particularly those campuses in the Bridge neighborhood) in support of Cambodian refugees. The Bridge Program provides educational, research, and financial support as well as tutoring, family counseling, parent education, health clinics, gang prevention, and other community support services. The institute also provides for Khmer language classes taught on site to CSU Stanislaus students. The Bridge is a site for multicultural student fieldwork and faculty research projects from diverse disciplines.

Bridges from School to Work – San Francisco

This continuing project assists youths within the San Francisco public schools to obtain employment through a specialized training program which incorporates social skills, job skills, peer training, and evaluation. Private industry and community agencies are linked with the university-based program. This project is funded by the Marriott Foundation for Persons with Disability.

California's Natural Support Project – San Francisco

This project undertakes numerous activities designed to generate, test, and demonstrate a new set of strategies and services which place a premium on the social as well as the physical integration of adolescents and young adults with disabilities. Integrated work,

recreation, and living options will be developed and supported by a wide range of community members via person-centered, individual transition planning. This initiative is funded by the U.S. Department of Health and Human Services.

California Research Institute (CRI) on Placement and Integration of Children with Severe Handicaps – San Francisco

This five-year research project surveys current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. CRI continues to provide technical assistance to promote integration in participating states to implement movement to the least restrictive environments for all children with severe disabilities. This initiative is funded by the U. S. Department of Education, Office of Special Education and Rehabilitation Services.

California Services Integration Project – San Francisco

This project facilitates developing models for the integration of services to children and families who are at risk through the schools in five California municipalities (Oakland, Fresno, Watsonville, San Bernardino, and San Francisco). The primary objectives are to facilitate expansion and networking of local community efforts for service integration, and to provide the state leadership with a sufficient base of demonstrations and evaluative data to ensure that emerging, successful models of service integration can be in place statewide within a reasonable period after the cessation of the project. This initiative is funded by the U.S. Department of Health and Human Services.

Capital Link Compact – Sacramento

Under the leadership of CSU Sacramento, a major effort is under way to form a compact between CSU Sacramento, UC Davis, the junior colleges, school districts, business and industry in Sacramento and Yolo counties. The compact will serve as a clearing-

house to direct resources toward meeting the needs of at-risk students in the public schools. At the Sacramento campus, the compact will involve the Schools of Arts and Sciences and Education working with schools with high enrollments of at-risk students. A pilot program started at one high school in 1990, Jobs and College for At-Risk Students, is an intersegmental effort directed toward (1) keeping students in school; (2) better preparing young people for the job market, and (3) providing access and financial support to go on to college. This project has resulted in underrepresented students coming to CSUS. It is now being replicated at a continuation high school and is projected to start up in two additional districts within the CSUS service area.

Career Beginnings – Higher Ground – Bakersfield

Career Beginnings is a partnership program between the campus and Kern Union High School District and local organizations in the private and public sectors. The program focuses on low income high school students from underrepresented ethnic and racial minority groups. The students receive quality work experiences in combination with academic enrichment through classes offered at CSUB during the summer. Participants' work experiences help them develop appropriate attitudes, motivation, knowledge, skills, and work history. The academic enrichment develops their speaking, writing, and math skills, as well as computer literacy. Higher Ground focuses on university students from the same underrepresented groups by providing work experience, mentoring by faculty, tutoring, and social activities.

Center for Advancement of Science and Technology Education – Bakersfield

In collaboration with Bakersfield city schools and PG&E, the center sponsors an annual science event for sixth grade students. The participants, mainly females and minority males, are identified by their teachers and invited to CSUB for a day of science activities, lunch and a rally designed to show them how they can be successful in science.

Center for Correctional Education – San Bernardino

The campus recently established a Center for Correctional Education that is working to assist state and local agencies in training teachers for special populations and developing new methodologies.

Center for Health Careers – San Jose

A Kaiser Family Foundation grant funds a unique outreach and counseling program for students at Andrew Hilt High School. Sophomores interested in health careers are linked with students from the college to begin assessment and help prepare applications for academic programs in the health professions. A recent grant from Syntex Corporation supports a tracking system so that the program may be evaluated by following students after high school graduation.

The Center for Indian Community Development – Humboldt

The primary mission of the Center for Indian Community Development is to channel university resources to the diverse Native American communities of northwestern California. For over fifteen years, the center's major project has been its American Indian Language and Literature Program, which coordinates the work of linguists, curriculum specialists, teachers, students, and community members in documenting and reinforcing traditional Indian cultures of the area, particularly the languages.

Center for Science Information (CSI) and CSI Database Project – Dominguez Hills

The center provides a career guidance model for engineering, science and technology (EST) disciplines designed to facilitate student access to EST educational and career opportunities, especially for minority students who are historically underrepresented in these fields. Current activities include dissemination of the CSI Database through various schools and the training of school counselors to use the database.

Center for the Advancement of Public Education (CAPE) – Pomona

CAPE will provide the structure and focus for Cal Poly Pomona to work with educators and others to help reverse the significant dropout rate of students within the four-county region of southern California that Cal Poly Pomona serves and to strive to strengthen higher levels of learning for all students, specifically in the areas of science education, math education, and literacy in surrounding communities. The mission of the Center for the Advancement of Public Education (CAPE) is to enhance the quality of public education in southern California. Project objectives include:

- To enhance and recognize the profession of teaching by sustaining an endowment program to support annual recognition of individuals from a four-county region who are selected by their districts as Teachers of the Year.
- To maintain and enhance the collaborative partnership between Cal Poly Pomona and the Pomona Unified School District at Kellogg Polytechnic Elementary School (Concept 2000) by encouraging and supporting university faculty and students to engage in activities that support the mission of the partnership.
- To initiate collaborative support programs for improvement in K-12 education including staff development and new program developments for beginning teachers during their initial year of teaching and professional development of experienced teachers.
- To initiate recruitment of a diverse faculty and student body for K-12 teaching, with special attention to the areas of bilingual education and special education.
- To advance the cooperative effort with Walnut Unified School District to other districts and to

continue to provide assistance to student teacher candidates and recognize outstanding Master Teachers (Wellington Fund).

- To provide faculty with incentives (such as release time) for special projects to encourage the application of research to the needs of K-12 education.

Center for the Study of Books in Spanish for Children and Adolescents – San Marcos

CSUSM provides resources, information, and materials to area educators to assist them in their efforts to increase the reading abilities of Latino students. This center is the only source in the world of books in Spanish or about Hispanics/Latinos for young readers.

Clovis Family Counseling Center – Fresno

This is a counseling and training center operated jointly by the CSU Fresno department of counseling and special education and the Clovis Unified School District. The center provides supervised counseling experiences for students enrolled in the MS in counseling, marriage, family and child counseling program while providing low-cost marriage, family and child counseling services for client families within the university service area.

Collaboration for Minority Participation in Science and Mathematics, Eisenhower Math and Science Grant – San Jose

This project is a collaborative grant with Alum Rock Union Elementary School District/San Jose State University. This district serves a culturally diverse population of 16,000 students. Students are currently scoring below the 25th percentile in mathematics and science at all grade levels. A grant of \$525,000 was received to implement a 3 1/2-year model program designed to restructure math and science education for K-8 grades, and particularly to increase the participation of underrepresented minority students

in science and mathematics. The four major goals are to improve the mathematics and science content knowledge of district teachers; to improve the strategies and methods that teachers use in instruction; improve the methods used to assess student progress in math and science; and strengthen the goals and expectations of students, teachers, and parents.

Activities used to accomplish these goals include:

- two math/science leadership institutes in the summer.
- monthly academic year follow-up seminars.
- coaching and follow-up for individual teachers.
- development of District Professional Development Centers for Math and Science at two schools.
- tutoring project for seventh and eighth grade students who will be tutored by math/science major students and student teachers from the university. In turn, these seventh and eighth graders will tutor younger students and serve as aides in elementary school labs.
- community/parent seminars to involve parents in their children's education.
- exploration of alternative assessment techniques in collaboration with the ACE consortium of 50 school districts.
- development of CSU net telecommunication links so that school districts and the university can easily exchange messages and information.

Communication and Social Skills Instruction for Deaf/Blind Students – San Francisco

This project will determine specific instructional and curricular practices for enhancing communication skills

and the social participation of children and youth with deafness/blindness within the contexts of regular classrooms, workplaces, and the community at large. This initiative is funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services.

Community Health Nursing – San Francisco

The Community Health Nursing course includes clinical experiences for nursing students in public schools. Each senior student presents one to two classes on health to elementary and secondary level students. These activities represent at least 180 health-related classes for public school children throughout the San Francisco Bay Area each year.

Community Integration for Deaf/Blind Students – San Diego

The purpose of this project, implemented by SDSU and the Sweetwater Union High School District, is to design, implement, and evaluate school integration, community-based training and transition planning activities for secondary deaf-blind students. The target population consists of twenty students from the South Bay SELPA. The project is designing, implementing, and evaluating innovative school integration, community-based training, and transition planning activities. Specifically, the project is implementing activities to enhance best practices in the areas of: (1) development of positive social relationships and communication skills; (2) family involvement; (3) heterogeneous student grouping; (4) systematic skill infusion within functional activities; (5) development of curriculum awareness (attitude enhancement) and increased self-advocacy skills; and (6) greater resource collaboration.

Consortium Research Institute on Social Relationships of Children and Youth with Severe Disabilities – Long Beach

The Consortium Research Institute conducts research to investigate effective intervention strategies and mean-

ingful social relationship outcomes pertaining to children and youth with severe disabilities. It is a collaborative effort of a culturally diverse team of researchers working in cooperation with an equally demographically diverse and representative sample of school community and work sites across the country. The program studies the nature of social relationships and the development of friendships between individuals with severe disabilities and their nondisabled peers, and how to create social networks that provide multiple supports across school, neighborhood, employment and community settings. Area schools are Saddleback Valley Unified, Fullerton School District, and Whittier Union High School.

Counseling Project at Rancho Cotate High School – Sonoma

Counseling interns from SSU work with at-risk students in an innovative "alternatives to detention" problem solving program – discussing with students in detention at the high school how their behavior can be changed.

Developing Understanding of Self and Others – Sonoma

A counseling MA project at Gold Ridge Elementary School, this program features puppet shows for first graders with the theme of developing understanding of self and others; plans are under way to help all K-6 teachers in the school to use these kinds of materials in their classes.

Drug Free Schools in Oakland Schools – Hayward

The project provides drug abuse prevention training to counselors in the Oakland Unified School District's secondary schools. The effort is supported by a grant from the U.S. Department of Education for \$73,000.

East Oakland Fighting Back (EOFB) – Hayward

The first focus of this project was to determine how extensive drug use and trafficking was in East Oakland. Hayward faculty completed a needs assessment for the

project. The needs assessment was a street-based, ethnographic and observational study of drug trafficking and use. The second focus was to come up with creative ways to reduce both the use and trafficking of drugs. EOFB submitted a proposal to the Robert Wood Johnson Foundation and was funded to implement a whole series of innovations and coordinated activities. The project will also deal with drug use among school age populations.

Elementary Science Leaders in a Hispanic School District, Eisenhower Mathematics and Science Grant – Northridge

This project involves all elementary and middle schools in the Montebello Unified School District. About 90 elementary and middle school teachers with little background in science are given workshops, over a 3-year period, that provide 100 percent hands-on science activities. The teachers are also taught to give workshops on science to their colleagues, resulting in the production of a cadre of elementary science leaders who will transform science instruction at the elementary level in the Montebello School District which consists of 90 percent underrepresented youngsters (85 percent Hispanic). The program is supported by \$446,000 in federal Eisenhower grants and hundreds of thousands of dollars in cost sharing.

Employability Skills Program for Students with Learning Handicaps – San Diego

A federally funded demonstration project serving students with learning handicaps at Morse High School in San Diego Unified School District, this program provides employability skills and training and part-time job placement in the community to more than 50 students per year. The project also includes a comprehensive parent involvement component and adult agency linkage component.

Family Counseling Program – San Diego

The purposes of the partnership between SDSU and San Diego Unified School District are to expand the

ability of schools to offer counseling services to at-risk students and their families and to provide quality experience in working with families for interns recommended for the program.

Fresno Compact – Fresno

The Fresno Compact is a partnership of key community leaders and superintendents from the area's public schools. Its mission is "to focus on communitywide efforts in preparing students for increasing demands of society and the workplace." The compact was formed by representatives from local businesses and industries who were concerned about the economic and social health of the Fresno County community. One of the initial projects sponsored by the group was the Employment Competency Pilot Program 1991-92. Schools involved included Clovis High School, Fresno High School, and Sanger High School. Business representatives and school personnel provide special support for selected students to become certified as Fresno Compact students.

This involves a communitywide coalition committed to ensuring equal opportunities for at-risk youth in Fresno County. This group is a high-level collaborative of public and private sectors, business, education, and civic leaders in Fresno's diverse population. Emphasis is given toward assuring children a healthy start in school and life by preparing at-risk youth to become productive members of society, by fullest use of community resources, and by maximizing the efficient use of dollars for youth services.

Future Quest Drug Prevention Program for Students with Emotional Disabilities – San Diego

Future Quest is a federally funded demonstration project providing substance prevention training and techniques to more than 40 students per year with social and emotional disabilities. The project is conducted at Riley School (SDUSD). The project also includes an ongoing parent involvement component

and biannual parent workshops. In addition to the community collaborative components of this project, project staff also represent three different departments in the College of Education.

Gang Reduction Intervention Pilot Project (GRIPP) – Dominguez Hills

The State Department of Education, in association with the Lynwood Unified School District, has invited the School of Fine Arts and Humanities to be a partner in this special project designed to encourage elementary and junior high school students to avoid gangs. Ten undergraduate mentors were assigned to work with Lynwood Unified School District staff on a wide variety of activities ranging from art to camping. HFA staff supervises mentors. Two hundred Lynwood Unified students are involved.

Gene Medinnus Children's Reading Program – San Jose

The Gene Medinnus Children's Reading Program provides an enriching educational experience for children (preschool through the teen years) from disadvantaged backgrounds. The goal of the program is to interest children, particularly from low income backgrounds, in reading. The readers are San Jose State University psychology students. In addition to motivating interest in the printed word, the student readers also serve as positive role models who encourage the children to do well in all aspects of their studies. The student readers receive payment of \$6 per hour for their participation in the program.

Granger Junior High School Partnership – San Diego

The purpose of this partnership is to assist Granger Junior High School students to do well in junior high school and graduate from high school as well as to encourage students to consider attending college. SDSU students are given the opportunity to help youngsters and serve as positive role models, while faculty and staff offer themselves as resource people

to students and school teachers.

Handicapped Infant Education Program – San Francisco

This project provides family counseling, instruction, physical therapy, speech therapy, work, and individualized teaching to eligible infants and their families in collaboration with the San Francisco public schools. It is funded by the Golden Gate Regional Center for Developmental Disabilities.

Instituto Familiar – Fullerton

The primary goal of this partnership, involving the Santa Ana Unified School District, the Hispanic Chamber of Commerce of Orange County, Santa Ana 2000, and CSU Fullerton, is to increase the academic success of intermediate school students placed at risk. There are two programs, an Instituto Familiar for the parents and Juntas Juveniles for the students. The purpose of the Instituto is to empower Latino parents to help their children succeed in our educational system by playing a positive role in their children's education and career plans. This objective will be achieved by a grass-roots approach that offers courses designed to improve parents' psychosocial and economic well-being and to increase their understanding of children. The purpose of the Juntas Juveniles is to increase students' understanding of familial and cultural assets and discontinuities and to provide an in-depth early childhood course for selected students. In addition, Fullerton will use the learnings of this project to revise curriculum and field placements in several disciplines.

Integrating Science Into Mathematics (ISM) – Eisenhower Mathematics and Science Grant – Northridge

Integrating Science into Mathematics (ISM) is a mathematics elementary project undertaken jointly by California State University, Northridge (CSUN) and the Los Angeles Unified School District (LAUSD). It was initiated when fourth grade teachers from schools

with high concentrations of black and/or Hispanic students participated in a four-day residential inservice. The focus of the inservice was practice in both the learning and teaching of motivating lessons written prior to the institute by exemplary teachers and facilitated at the institute by the same teachers. In the second and third year of the project, teachers at the fifth and sixth grade levels participate. The three-year program for 180 teachers is funded by Eisenhower California Postsecondary Education Commission for approximately \$598,000.

Intersegmental Education Council – Fresno

This group was established for the purpose of increasing the number of underrepresented students in higher education. It includes representatives of school districts, county departments of education, community colleges, CSU Fresno, and the University of California. This group shares information about area model programs proven to increase representation of minorities in higher education and works collaboratively in developing strategies and new programs designed to meet the intended objective.

Keeping Kids in School Project – San Jose

To address the county's significant dropout rate, San Jose State University assumed leadership in the Keeping Kids in School Project to encourage partnerships to keep children in school. Over three years, the project has brought together teachers, school superintendents, counselors, other school personnel, and university faculty to identify problems contributing to school dropouts, focused on exemplary programs which assist students to remain in school, and stressed parent involvement in "keeping kids in school." The project has evolved into a large community collaborative effort; the Keeping Kids in School Project merged with the San Jose City Mayor's Office Community Conference. A two-day conference in January 1992 united city agencies, industry, government, local schools, and the university in a

partnership to keep kids in school. A research and evaluation model was developed to assess the short- and long-range impacts of this conference.

Lincoln High School Partnership – San Diego

The Lincoln High School Partnership involves SDSU and underrepresented students at Lincoln High, a San Diego Health Magnet School located in southeast San Diego. High school students work with a dozen SDSU faculty members, top PI's at the Graduate School of Public Health. The program is geared to interest students in health profession careers such as biomedical research and medicine. The program offers high school science students daily experience working in research environments and medical laboratories.

Literacy Corps – Fresno

The School of Education and Human Development has received a \$50,000 grant from the United States Department of Education to train undergraduate students as tutors who will work with educationally and economically disadvantaged children to improve their language skills. The tutors were trained in a 3-unit course consisting of 15 hours of lecture and 60 hours of field experience (tutoring 4 hours per week for 15 weeks). The students are working with children at two sites in Fresno: Lowell Elementary School and the Fresno YWCA. First priority for tutoring is given to children who are or have been housed with their mothers at the Marjaree Masan Center for battered and abused women.

Mentoring Network Program – Fullerton

The Mentoring Network for Black Student Success focuses on the creation of a mentoring network in Orange County among community leaders, students at California State University, Fullerton, and high school students. The purpose of the program is to motivate secondary students to graduate from high school and enter college and college students to complete their graduation requirements. College students mentor high school

students and community leaders mentor both college and high school students.

Minority High School Summer Interns in the Sciences – San Diego

The program seeks to increase the number of under-represented students entering science careers. The Elementary Institute of Science offers programs in science to students ages 7-17. The institute identifies science motivated, minority high school students who participate as laboratory interns in a number of scientific institutions. San Diego State University's College of Science provides summer internships for these students.

Mission Possible II – Los Angeles

This project is funded by the U.S. Department of Education to provide antidrug and antigang curriculum to 500 middle school children in San Gabriel Valley, including Garvey, Rosemead, Alhambra, and San Gabriel school districts. The project provides drug/gang prevention education curriculum to the students. The project also funds a Multicultural Family Counseling Center at the Ingleside Hospital to take counseling referrals (of families with troubled school children) from these school districts and from other community agencies.

Murchison Street School Partnership Family Service Center – Los Angeles

Murchison Street School is one of the most complex and lowest achieving schools in the Los Angeles Unified School District (LAUSD). CSLA is working with Murchison to accomplish three goals:

- with support from a U.S. Office of Education FIRST grant, to modify curriculum, introduce effective teaching strategies, and restructure delivery of services in a more coordinated, integrated manner;
- through the opening of a parent center and regularly scheduled parent workshops, to increase

the level of parent involvement in the education of their children; and

- through the linking of resources in the school with services which exist in the community (i.e., health, mental health, social welfare, and juvenile justice), an integrated client-centered approach for dealing with the multiple problems of inner-city students will be offered.

National City Middle School Partnership – San Diego

Educational continuation rates of National City Middle School students are low, and their perceptions of university study may be negative, due to the influence of culture, parents, and economic restrictions. The partnership with the College of Professional Studies and Fine Arts is intended to provide positive role models to the students; promote student exposure to the visual and performing arts; demystify the college experience and identify options to students with respect to financial aid and scholarship; complement existing programs at NCMS; provide educational resources to teachers, staff and students; and provide structured learning activities to encourage adolescents to continue their education. Ninety-one percent of the school's students are ethnic minorities.

New Beginnings – San Marcos

San Marcos is involved in the planning process for New Beginnings in the Vista School District. This is a collaborative program designed to provide coordinated, integrated social services to children and families with a focus on preventive rather than remedial services.

Northern California Resource Access Project – San Francisco

The project conducts needs assessments, plans training agendas, procures consultant training personnel,

and delivers training and technical assistance to the Head Start staff in the California region. This initiative is funded by the Southwest Human Development Agency.

Parent Power Project – Fresno

This project provides preparation for students in teacher credential programs to work directly with families who have children with learning problems. It is a collaborative effort involving the Department of Counseling and Special Education and the Clovis Unified School District. Services to families include diagnostic teaching, preparing family members to tutor or otherwise support their child's learning, and facilitating communication with school personnel. Parent discussion/support groups are included as well as a lending library and information about community services. Students involved in the program receive graduate credit for the experience. This program received national recognition by being recognized by AASCU for a Christa McAuliffe Showcase for Excellence Award (summer 1992).

PEERS Project – Hayward

The purpose of the Peers Project is to provide technical assistance and inservice training and planning for systems change (PEERS) for the Oakland Unified School District to integrate students with severe disabilities. Oakland has gone from having three isolated centers and no schools that integrate severely disabled students to having 50 schools with integrated programs for these students from preschool age (Headstart and day centers) through high school and transition ages (18-22 years). There is only one isolated special center left in the Oakland Unified Schools, and it is already partially integrated. The campus also utilizes model sites and master teachers within the Oakland schools to train prospective teachers in the Severely Handicapped program at CSUH. Sites include: the Emerson School Child Development Center (preschool); King Estates Middle School; and Allendale Elementary School.

Project ADAPT – Long Beach

Project ADAPT is a collaborative effort between the administration and faculty of the LBUSD and the faculty of the College of Education at CSULB. ADAPT's three goals have been (1) to develop a short-term staff development program which would address the immediate instructional needs of limited English proficient (LEP) students at Millikan High School, (2) to develop a model program which could be adapted to other schools in the LBUSD, and (3) to develop strategies for institutionalizing improved content-based ESL training, both for LBUSD inservice and for CSULB preservice teacher development.

Project BEST (Basic Education Skills for Tomorrow) – Fullerton

This program is in its fourth year of operation and is funded by Migrant Education, Region IX, to promote higher education among children of migrant farm workers. The program involves ninth grade students from Orange and San Diego counties, including the following areas: Orange, Tustin, Santa Ana, Placentia, Fountain Valley, Oceanview, Westminster, Capistrano, Fallbrook, Newport Mesa, Carlsbad, San Ysidro, San Dieguito, Sweetwater, Oceanside, Escondido, San Pasqual, Valley Center, and Vista. The purpose of Project BEST is to motivate and expose students to higher education and campus life; to develop basic academic skills including an introduction to computer literacy, science, and the scientific approach; to increase self-awareness and self-esteem; and to involve parents in the process of helping their children succeed in education.

Project EXCELL – Dominguez Hills

For the fourth year, the School of Science, Mathematics and Technology has hosted EXCELL Project activities on campus. Operated by the Los Angeles Chapter of Black Professional Engineers, EXCELL offers enhancement activities in math and science each Saturday morning to about 225 students ranging in age from 6 to 17.

Project MOST (Minority Opportunities in Science/Science Teaching) – Long Beach

The project involves 35 minority high school students in a three-week summer science institute and six follow-up Saturday workshops. Each institute emphasizes one of the major disciplines: physical, earth, or life science. Students receive a stipend for participation in the institute and follow-up sessions. During the institute, students work closely with the 35 teacher participants and are expected to work with them in the year following the institute to present science lessons to elementary classes. Project MOST students also have the opportunity to earn a modest stipend by acting as student laboratory interns under the mentorship of a high school science teacher. The project is unique in that it promotes a collegial relationship between teacher and student participants.

Project SUCCESS – Los Angeles

Project SUCCESS (School/University/Corporate Collaboration for Student Excellence in Science) is a pilot model program of collaboration between CSULA and LAUSD, with support from private industry. The project is designed to help at-risk students improve their understanding and performance in science; to enrich teachers' content knowledge; to improve teaching strategies and materials; to strengthen and ensure continuation of the already successful collaborations between CSULA and LAUSD; and to evaluate the approach to science as a coherent learning experience. The project involves an approach to science that includes students, teachers, and parents in the learning process: Five junior high schools, 10 science teachers, 175 students and 200 parents will be involved in year one. New students and teachers will be added each year for three years for a total of 525 students and 600 parents and approximately 45 teachers by the third year of the project. CSULA will provide the science faculty expertise through four science departments, and the CSULA Student Affirmative Action Office will provide coordination and collaboration for college preparation skills and

parent awareness. Project SUCCESS will establish an ongoing process of shared decision making for school reform and change between institutions.

Project UPBEAT – San Bernardino

Project UPBEAT is an early intervention program aimed at motivating students to enhance and continue their education beyond high school. Its basic objective is to intervene at the seventh, eighth, and ninth grades with an educational, college-oriented program aimed at postsecondary education. Project UPBEAT participants are students who have been identified as having the ability to successfully complete a college preparatory program in high school and are capable of entering a college or university. This project is notable for its ongoing expansion and duplication from the original site at Colton Junior High School to its present operation at 10 junior highs and middle schools in three cities.

Reading Clinic – Fullerton

The Reading Clinic serves three major purposes. First, it provides a controlled, supervised setting for the training of reading/language arts specialists and classroom teachers who wish to improve their skills in working with learning disabled and reading disabled students. Second, the clinic provides a community service by offering very low cost, high quality instruction in reading that is not available elsewhere in Orange County. The third purpose of the clinic is to provide parent education to community members whose children have reading disabilities. The clinic provides parent inservice sessions and a hot line for phone information.

Rincon Indian Reservation – San Marcos

A proposal has been made to the U.S. Department of Education for a joint project with the Rincon Indian Reservation and two school districts, Valley Center Elementary and Escondido Secondary. This project will provide opportunities for CSUSM students to tutor Rincon students on site at the reservation, and

for school district faculty and university faculty and students to learn more about the Rincon culture.

San Francisco Special Infant Services – San Francisco

In collaboration with the San Francisco Unified School District, this program provides special education and related services to handicapped infants and children to meet related service requirements of Individual Education Programs. Program coordination, direct service, and parent involvement are key components of the SFSU public school-based program which is funded by the San Francisco Unified School District.

Santa Margarita – SDSU Opportunity Center – San Diego

The partnership correlates the services of the Housing Commission's job skills improvement/motivational programs, etc., directed toward parents (apartment renters) with a pro-educational motivational program provided by SDSU's Student Outreach Services to both parents and students from underrepresented low income groups. The thrust is to improve the parents' perceptions of post-high school education of their children. Additionally, SDSU staff will assist potential college students with college information, SAT preparation, and information about grade point average and admission requirements to enter college.

Satellite Reading Clinic – San Diego

The objectives of the SDSU Satellite Reading Clinic are to provide services ordinarily offered on the university campus and generally inaccessible to at-risk public school students; deliver a supplemental reading comprehension program designed to support instruction in the content area classes of a school with a large at-risk population; implement the mandates of the English/Language Arts Framework in classrooms of at-risk students by providing support to teaching staff through inservices.

School-Based Clinics to Provide Comprehensive Health Services – San Francisco

This project conducts a series of activities in school-

based health services programs to increase their school's capacity to serve clients and to generate additional dollars to meet students' needs. This effort is funded by the California Department of Health and Welfare Agency.

School for the Homeless – Stanislaus

A one-room school has been opened in Stockton to serve children whose lack of a home has prevented stable school enrollment. The students will be able to stay at the school for four weeks. After four weeks, CSU Stanislaus students will accompany and assist the parents in enrolling their children in a regular school. CSU faculty member Sara Garfield developed the idea to:

- create a school;
- provide Stanislaus education students an opportunity to work in its classrooms;
- give the children breakfast, lunch, clothing, shoes, and books;
- focus on reading, mathematics, and English language development.

Several agencies are cooperating to support this special school which is now operational. St. Mary's Interfaith Dining Room is providing the school room, immunizations for students, and support services for parents. CSU Stanislaus student teachers do field-based work and teach at the school. The county schools office provides financial support for instruction and supplies and supports Sara Garfield to serve as program director. The Stockton Shelter for the Homeless provides students and counselors to help get children back into regular schools.

Science Consortium – Los Angeles

The California State University, Los Angeles/Los Angeles Unified School District Science Consortium is sponsored by the Office of Student Affirmative Action and the departments of biology, chemistry

and biochemistry, microbiology, and physics and astronomy. The five middle schools involved include Audubon, Belvedere, El Sereno, Griffith and Stevenson, all of which have enrollments ranging from 88 to 99 percent African-American and Hispanic. The consortium conducts a Friday afternoon science seminar based upon the new thematic approach to science education. The recently adopted Science Framework for California Public Schools emphasizes the thematic nature of science and requires that science instruction in California be organized around themes and not just facts. The Friday workshops are taught by university faculty and are rotated through the labs of the CSLA science departments conducting experiments that touch on various aspects of the general theme. The science faculty chosen to participate have outstanding teaching skills.

Special Olympics – Fresno

The Annual Fresno County Special Olympics Track Meet was held at Warmerdam Field on campus on May 1, 1992. This is the third year that the special education program has coordinated this event with the Fresno County schools. This unique collaboration incorporated the County On-Campus Transition Program for Individuals ages 18-22 with severe disabilities. Over 200 athletes and 1,000 community organizations and volunteers were in attendance. Members of the Student Council for Exceptional Children (SPEC) also volunteered their time. A Fresno faculty member served as the campus coordinator for this event.

Star Patrol – Dominguez Hills

Star Patrol is a pre-K through early elementary project in which a multicultural troupe of characters makes a presentation to students with the message, "Be the best that you can be." The accompanying instructional materials, which include both classroom and parent education, present and reinforce such concepts as being careful, being smart, and being good.

Step to College/Educational Equity Program – Sacramento

CSUS arts and science faculty are released to teach selected courses at three Sacramento area high school campuses. The Step to College/Educational Equity Program is designed to offer underrepresented high school students university level coursework, thereby developing self-esteem and confidence and encouraging the participants to seek a college education.

Step to College Program/Mission to College Program – San Francisco

Step to College is a nationally recognized program instituted in 1985 to mitigate the high school dropout rate and support university enrollment of African-American and Hispanic students by offering university credit for courses taught by university faculty in the high schools. This program works collaboratively with the school districts in three public high schools in San Francisco, Oakland, and Berkeley. The Mission to College Program was spawned to accommodate a larger number of students and to assist and encourage students of color to plan their education through high school and the university levels. To assist students from Step to College who enroll at SFSU, a retention program was established in the participating departments.

Talent Search/Team 2000 – Fullerton

The Talent Search program at California State University, Fullerton incorporates a mobile education center that travels to a variety of locations within Orange County that have large numbers of low-income minority persons, ages 12 through 27, to encourage them to attend an institution of postsecondary education. The purpose of the Talent Search program is to provide information to low-income persons about the programs, learning opportunities, support services, and admissions requirements at institutions of higher education in Orange County. The Talent Search program also focuses on the outreach needs of low-income minority youngsters

in seventh, eighth, and ninth grades to expose them to the value of higher education through the Team 2000 component. The program coordinator schedules seminars and training sessions with the participating youngsters to increase young students' learning skills and knowledge about a college education. Events for the parents of the participants are also scheduled so that they may learn about preparing their children for a college education.

University Preparatory Program – Los Angeles

The University Preparatory Program (UPP) is a partnership between CSULA and Lincoln High School (LHS) to assist Hispanic students. Each year approximately 65 students, who have C to B grades, are placed in the ninth grade UPP classes. The curriculum for these students includes four years of mathematics, four years of science, and other courses required for admission to the CSU. These students are in the same classes, have tutoring available four afternoons per week, and attend several Saturday enrichment activities each year. At this time there are 170 students in this program distributed between the ninth, tenth, and eleventh grades.

Up With Literacy – Long Beach

This effort is a multifaceted program designed to keep high school students, primarily in the inner city, in school. It encourages them to see their attending college as a real possibility in their lives. Students are given assistance with their homework by college aides and also are encouraged to participate in social activities. They are rewarded with field trips for attending classes and for their achievement in school.

Vector Analysis of High School Achievement: Evaluation of Project 2000 – Bakersfield

Bakersfield's Applied Research Center is continuing a complicated and detailed examination of secondary schooling, involving a longitudinal study of five successive cohorts of high school students within the

Kern High School district. The study provides the evaluation component of a highly focused school reform effort geared to average students, the "forgotten half" of secondary school students who are in general or vocational tracks. Project 2000 places 400 of these students in a special college preparatory environment at four Kern County high schools. Control groups from these same schools and same eligibility pool are also identified, permitting identification of "within-school" effects. Information on equivalent cohorts at two other high schools provide identification of "between-school" effects. The result is the first longitudinal-experimental assessment of schooling and school reform. The project began in 1989 and will conclude in 1996.

Very Special Arts Festival – Fresno

For the past fourteen years, Fresno has been involved in this festival which is designed to increase public awareness of the special abilities of local children. It is an annual event for disabled students ranging from kindergarten to high school throughout Fresno County. This festival features artwork displays, amusement booths, and performances throughout the day. This Very Special Arts Festival is part of a statewide organization which services mentally and physically challenged children and adults via the arts.

Villa Nueva Project – San Diego

The partnership encourages families and Villa Nueva community members to work together to develop a pro-education environment to keep students in school and assist students in completing high school graduation requirements, meeting college entrance requirements, applying for admission and financial aid at SDSU, and attending and graduating from college. The partnership provides a vehicle for the development of increased cooperation among parents, teachers, and staff from SDSU and the creation of a network of mutual support among the residents of the Villa Nueva apartment complex.

Young, Gifted, and Black Program – Dominguez Hills

For nine years, the campus has received the support of a number of industries and foundations to offer programs and to recognize young, gifted, and black students. This year, the celebration honored eleventh grade high school students recognized for exceptional academic achievement and distinguished community service.

Illustration II

Sample Programs for Strengthening K-12 Curriculum and Instruction

○ *IBM California Educational Partnership*

The IBM California Educational Partnership (ICEP) was announced on October 4, 1989, as a partnership between IBM, the California Department of Education, and the California State University system to help improve public education through effective use of computer technology. The partnership lasted two years.

The partnership consisted of three elements involving the CSU: the use of CSU-Net, teacher training, and joint development projects.

CSU-Net – Approximately 100 school superintendents used CSU-Net, the telecommunications network operated by the Chancellor's Office, to access a donated IBM computer managed by the Chancellor's Office for electronic mail.

Teacher Training – CSU schools of education received labs of IBM microcomputers for preservice training.

Joint Development Projects – CSU campuses participated with K-12 institutions in joint development projects intended to provide multimedia teaching materials, teaching strategies, student material, and teacher support material.

○ *Knowledge Network: Gateway Technology Test*

The Knowledge Network Gateway Test is a Pacific Bell-sponsored project which allows K-12 schools to access online databases throughout the Internet, the network which is used by higher education throughout the nation as well as connecting to other countries. CSU provides CSU-Net access to Pacific Bell central offices which in turn connect to K-12 schools. CSU-Net provides the telecommunications link to the Internet. Currently CSU-Net is connected to two central offices, one in Hayward, the other in Anaheim. In addition to providing the electronic gateway to the outside world, the Chancellor's Office is also providing some academic application support services to the participating K-12 schools. So far, two high schools are participating. By June 1993, an additional 14 schools are anticipated to be actively involved with the Knowledge Network.

○ *100 Schools Project*

This project is designed to restructure the offerings of science throughout the secondary schools of the state. The plan is to teach biology, chemistry, earth science, and physics each year in grades 7 through 12 in all California high schools. Such a bold venture should increase the scientific literacy of students and encourage them to pursue fields of study in the sciences. It is especially targeted at those schools with large numbers of underrepresented students.

This is a joint project between the CSU and the California State Department of Education. The following CSU campuses are playing a major role in this restructuring effort, which involves 100 pilot schools throughout the state: Long Beach, San Bernardino, San Diego, and San

○ Denotes statewide or multicampus program.

Francisco. The project has received \$.8 million from the U.S. Department of Education and has a \$1.7 million grant from the National Science Foundation. In addition, all CSU campuses are involved in a preservice teacher education component, led by CSU San Bernardino; \$800,000 National Science Foundation funding for this component is pending.

○ *Subject Matter Projects – SB 1882*

In 1988, SB 1882 (Morgan) resulted in the establishment of a comprehensive structure for K-12 staff development in California. This comprehensive statewide professional development strategy contains three major components: subject matter projects, district and school development plans, and resource agencies or consortia.

The Subject Matter Projects strengthen practicing teachers' subject matter knowledge and enhance instructional strategies in each major subject area required for high school graduation. They are modeled on the California Writing Project and the California Mathematics Project. Typically, the projects offer summer institutes that focus intensely on subject content and instructional methods as well as various follow-up activities during the school year. Located throughout the state, regionally based project sites represent a systematic intersegmental effort to provide staff development in major subject areas for elementary, secondary, and postsecondary school personnel located in rural, urban and suburban areas throughout California.

The current Subject Matter Projects¹ include the following:

California Writing Project
California Math Project

○ Denotes statewide or multicampus program.

¹A Physical Education/Health Project is in the early planning stages.

²CISP is an integrative project that serves the other Subject Matter Projects.

California Science Project
California Arts Project
California Foreign Language Project
California Literature Project
California History/Social Science Project
*California International Studies Project*²

The Subject Matter Projects are administered by the University of California with the concurrence of the superintendent of public instruction and the chancellor of the California State University (CSU). A Concurrence Committee is responsible for developing and communicating policies affecting all projects, establishing institutional and operational arrangements, and enabling effective communication of statewide curriculum and instructional initiatives. The Concurrence Committee is comprised of two representatives from the University of California, the California State Department of Education, and the CSU.

Subject Matter Projects are supported on 8 UC campuses, 17 CSU campuses and 2 private institutions (Stanford and University of Southern California). Each of the Subject Matter Projects runs multiple sites totaling about 77 project sites operating throughout the state. The project sites for the CSU campuses are shown below.

Bakersfield: *Foreign Language; Writing*
Chico: *Arts; Literature; Mathematics; Science; Writing*
Dominguez Hills: *Mathematics; Literature*
Fresno: *Mathematics; Literature; Science; Writing*
Hayward: *Literature*
Humboldt: *Arts; Mathematics; Science; Writing*
Long Beach: *Writing*
Los Angeles: *Foreign Language; Mathematics*
Northridge: *Arts*
Sacramento: *Literature; Science*
San Bernardino: *Arts; History/Social Science; Science; Writing*
San Diego: *Foreign Language; Literature*
San Francisco: *History/Social Science; Mathematics*
San Jose: *Arts; Literature; Writing*

San Luis Obispo: *Mathematics; Writing*
Sonoma: *Foreign Language; History/Social Science; Literature*
Stanislaus: *Foreign Language; Literature; Mathematics; Writing*

Each fiscal year, after the governor signs the state budget, the Concurrence Committee meets to discuss the allocation of funds dedicated to the Subject Matter Projects. Collectively, the Subject Matter Projects receive approximately \$8,900,000 annually – \$2,400,000 from the University of California and \$6,500,000 from the state. The Governor's Budget for 92-93 included a significant augmentation of about \$24 million. The Concurrence Committee developed an implementation plan in the event that an augmentation is received. However, the current fiscal situation of the state makes the future funding situation of the Subject Matter Projects unclear at this time.

○ *California Technology Project*

The major goal and accomplishment of the California Technology Project (CTP) since its inception in January of 1989 has been to create a unifying force between K-12 and the university community as well as other educational agencies throughout California. With initial funding of \$880,000 allocated under AB 803 legislation, the CTP was to provide a leadership/support network for technology projects. In 1990, the CTP was reauthorized under AB 1470 to: (1) serve as a collaborative agency to link and coordinate the educational resources of institutions of higher education and other educational agencies and organizations; (2) identify school and district needs for regional educational support across California; (3) identify and train educators to provide regional and local assistance for the planning, implementation, and evaluation of educational technology programs and practices; (4) identify and disseminate information about effective educational technology resources; (5) facilitate and assist in the identification and dissemination of information about high quality instructional technology programs, including computer and video programs, laser discs, and other media, which support California's

curriculum frameworks; and (6) facilitate the establishment and coordination of regional resource consortia as well as the expansion of existing consortia to assist the school sites and districts to plan and implement educational technology programs and practices. Major statewide CTP activities are described below.

Collaborative Agency Link – While conceived of primarily as a "broker" of technology services, the CTP was charged with coordinating activities with other state-funded agencies that emphasized the use of technology to improve instruction and strengthen the curriculum. Partnerships have been initiated with both private sector and educational institutions, agencies, and organizations. These groups include business and industry, CSU, UC, CCC, CDE, the California Subject Matter Projects, K-12 districts, county offices of education, Model Technology School (MTS) sites, the Association of Technology-Using Teacher Educators (AS-TUTE), Computer-Using Educators (CUE), Instructional Television (ITV) agencies, and professional organizations. Support for CTP services has been expressed by these organizations through participation, funding, and in-kind provisions. One of the most cost-effective elements in the design of the CTP has been its ability to generate, or "leverage," support from already existing education agencies and business groups. By building on these existing resources, the CTP has been able to minimize expenditures and maximize results.

Regional Consortia – The CTP consists of 14 regional consortia. Each consortium enjoys a high degree of autonomy, although the regional sites are unified by a common agreement with CTP that defines the conduct of business. These "grass-roots" consortia are responsible for conducting regional needs assessments to determine what types of services are best suited to their particular constituencies. The CTP regional consortia are member and market driven, with services determined by local needs. Most of the consortia coordinators and governing boards are made up of

ⓂDenotes statewide or multicampus program.

teachers, district administrators, county office personnel, university teacher faculty, and local business persons. Regional consortia lines roughly follow county lines, but, in some cases, overlap. Most often they serve multiple counties. The current regional consortia are:

1. Bay Area Regional Consortium, Hayward
2. Central Coast Consortium, Morro Bay
3. Central Valley Regional Consortium, Fresno
4. Delta-Sierra Regional Consortium, Modesto
5. El Camino Resource Council, San Jose
6. Inland Technology Consortium, Corona
7. Kern County Consortium, Bakersfield
8. MOD Tech Consortium, Canyon County
9. North Coast Educational Technology Consortium, Santa Rosa
10. OCLA Technology Consortium, Orange
11. Sacramento Valley Regional Consortium, Sacramento
12. San Diego County Technology Consortium, San Diego
13. San Gabriel Valley Educational Consortium, Covina
14. Super Tech Council, Chico

Staff Development and Evaluation of Programs for Educational Technology – The CTP has identified and trained educators across the state to provide regional and local assistance in the planning, implementation, and evaluation of educational technology programs and practices. In addition, the CTP works closely with the Model Technology School sites and ITV agencies, helping publicize their efforts to provide staff development materials and training for educators. California Technology Project staff also work with select representatives of the California Subject Matter Projects to produce staff development strategies and materials related to educational technology to be infused into their training and support process. Meetings are held with CSU's ASTUTE to assist in preparing materials and strategies to meet the AB 1681 technology in teacher

○ Denotes statewide or multicampus program.

education requirements and conduct faculty development workshops for the CSU teacher preparation program faculty.

Information and Dissemination – Information regarding high quality educational technology resources is identified and disseminated by the CTP in a number of ways. Regular meetings with representatives of other professional organizations and advisory groups; and ongoing scans of professional publications, conferences, meetings, legislation, and electronic and broadcast media help to identify the most recent advances in educational technology applications. This information is then disseminated through the production of staff development materials; the *CTP Quarterly*, a journal focusing on the uses of educational technology to improve teaching and learning; the CTP 800 number; operation of the California Online Resources for Education (CORE) electronic information service; the publishing of reports, papers, and surveys focusing on educational technology; articles submitted to outside professional publications; and presentations on satellite teleconferences, booths at professional meetings and conferences.

○ *California Academic Partnership Program (CAPP) – School Improvement Projects*

The mission of the CAPP is to foster and enable partnerships between California school districts and postsecondary institutions to create improved learning, academic preparation, and access opportunities for students in middle schools and high schools, so more students, especially those underrepresented on postsecondary campuses, can successfully complete baccalaureate degree programs. CAPP, which is administered by the Chancellor's Office of the CSU, in cooperation with California's other educational segments, receives \$1.5 million annually to fund projects around the state. CAPP provides stimulation for school reform by offering small grants to develop and test the effects of partnership models on improved curriculum

and access issues, and providing grants that address assessment issues.

Since the inception of CAPP in 1984, every CSU campus has been involved in one or more CAPP partnership projects. During the 1987-90 funding cycle alone, more than 50,000 students were served by CAPP-sponsored curriculum projects involving over 1,200 faculty from 71 partner institutions. CAPP partnerships have provided opportunities for faculty and staff from secondary and postsecondary institutions to work together as equal partners in collaborative efforts to understand and improve the effectiveness of school curriculum and instruction in preparing students to enter college.

CAPP funds four types of projects as outlined below: Assessment, Curriculum, Demonstration, and Planning.

Assessment – CAPP assessment projects have enabled teachers to learn how well their students are meeting the expectations for entering college freshmen in the areas of mathematics and English composition. Diagnostic tests are developed and administered through joint efforts of CSU and UC faculty. Voluntary utilization of examinations such as the Mathematics Diagnostic Testing Program has increased dramatically over the years. Over 850,000 MDTP tests were administered from 1987-1990. More than 900 teachers attended MDTP-sponsored user conferences and other inservice activities. More than 2,000 copies of *Teaching Analytical Writing*, a text developed by the CAPP writing assessment project, have been distributed statewide and nationally. The writing assessment project also sponsored inservice training activities to share new instructional practices with faculty.

Curriculum – These projects are designed to improve what and how students learn in their college preparatory courses. Curriculum projects represent compre-

hensive curriculum development efforts aimed at preparing more students for success in college.

For example, San Jose State University and Campbell Union High School District are "Integrating Minority and Foreign Language Education" around Spanish for Spanish speakers. Students work to improve their literacy skills in Spanish while participating in a variety of activities: tutoring regular Spanish foreign language students, working in computer labs, and participating in a sociolinguistic unit.

"Project PARITY (Promoting Academic Retention for Indian Tribal Youth)," sponsored by Humboldt State University, Klamath Trinity Unified School District, and College of the Redwoods, develops four principles: learn about and respect the student population, incorporate its values and interests into a relevant curriculum, combine resources to enhance learning, and maintain high expectations. This project enhances the learning experiences of Native American students in English, mathematics, and science.

Demonstration – Demonstration projects are successful curriculum projects that have been selected to continue project activities, as well as mentor new partnerships and conduct follow-up studies of former project students. For example, the "Gateways Through Academic Partnership" project, involving University of California, Santa Cruz and the Pajaro Valley Unified School District, focuses on language arts, mathematics, and science curriculum development and implementation. The project continues to collect longitudinal data on the project's impact by tracking academic performance of former and current students.

Dos Palos Joint Union High School District, CSU Stanislaus, and Merced Community College's "Teaching for Transition from High School to College" serves as a mentor for revision and enhancement of curriculum materials and practices in the areas of English/

language arts and social studies. This project disseminates the materials developed during its three years as a curriculum project and serves as a model by applying the lessons learned about partnership and collaboration in the fields of science and mathematics.

Planning – Planning Grants are awarded to assist secondary schools or school districts in planning aimed at: (1) establishing a partnership with at least one baccalaureate degree-granting, postsecondary institution and at least one business enterprise in the same geographic area; (2) expanding an existing school-college/university or school-business partnership to include a partner from the third sector; or (3) extending the scope of activities of an existing school-college-business partnership to improve the academic preparation for college of students from groups underrepresented in higher education. Planning Grants awarded in 1992 focus on mathematics and science.

Evaluation studies have shown several major impacts of CAPP projects, including:

- Of the CAPP students who had completed secondary school at the end of the 1987-90 funding cycle (6 percent of all CAPP students), 83 percent were enrolled in postsecondary institutions the year following high school graduation. This compares to the fall 1989 college-going rate of just 54 percent for public high school graduates statewide.
- The activities of the CAPP partnerships played a significant role in the reduction of dropout rates for CAPP students. Only two percent of CAPP students dropped out of school by the end of the three-year funding period; over this same period, 92 percent of CAPP students remained in secondary school, 5 percent enrolled in postsecondary institutions, and 1 percent graduated with no postsecondary enrollment. Moreover, the dropout rate of CAPP schools

decreased from 10 percent to 6 percent across the three years of CAPP funding.

- At CAPP schools, the percentage of high school graduates from underrepresented ethnic groups completing the college preparatory course sequence was almost twice that for students from these groups at schools statewide, as was the percentage of total graduates from underrepresented groups at CAPP schools. The percentage of targeted students enrolled in algebra, advanced mathematics, chemistry, and physics courses was nearly twice that of the enrollment figures for these groups statewide. This is particularly noteworthy given the high percentage of Hispanic and African-American students in CAPP programs.

Many important outcomes of the CAPP partnerships have been incorporated into daily operations at the schools involved in CAPP projects. These include: revised/enhanced curriculum; new courses; instructional materials; student support activities; assessment programs; and informational/motivational programs. All CAPP projects undertake extensive dissemination activities, including presentations at local, state, and national conferences, and publications of articles in professional journals, newsletters, and resource manuals. Beyond these immediate institutional changes, CAPP partnership activity helps to establish a foundation for long-term working relationships among partner institutions serving to leverage CAPP funding to attract additional resources.

○ *California Council on Economic Education (CCEE)*
To implement the high school graduation requirement in economics, in 1984, the state allocated to the California State University (CSU) an annual budget of \$300,000 to augment the projects in economics education that were supported on 19 CSU campuses by the California Joint Council on Economics Education to prepare current high school teachers to teach the course in economics. The California State University

○ Denotes statewide or multicampus program.

administered a grant program where campuses (including those outside the CSU that have Centers for Economics Education) apply for funding to run workshops for high school teachers. The CCEE has successfully trained approximately 25 percent of high school economics teachers reaching over 243,000 students in the past six years. Unfortunately, the continuing state budget crisis resulted in a loss of the \$300,000 funding in 1990-91. Prospects to reinstate the funding are not encouraging at this time. However, the infrastructure of the CCEE is being maintained as work continues to seek state support and to pursue nonstate sources of funding.

The purpose of the CCEE is to increase understanding of the economic system among California's students, teachers, and adult publics and thereby increase the quality of their economic decision making capabilities. The CCEE delivery system consists of 21 (including 19 CSU) campus-based Economic Education Centers throughout the state. Each center is headed by an experienced economic educator who conducts research, teacher training, curriculum development and provides counsel to schools and community organizations. The following is a brief description of a few programs developed and implemented by CCEE.

- *Economic Education Mandate: Handbook For Survival* – This modularized handbook will be used in the Center Workshops to educate high school economic teachers. This handbook was co-edited by CCEE and the California State Department of Education.
- **Mentor Teacher Program (Grades 9-12)** – The center directors from the Economic Education Centers nominate excellent classroom teachers who are trained to instruct other teachers in their regions.
- **Learning Theory Program** – The center directors attend retreats in which top experts on learning throughout the United States demonstrate how economists/center directors can improve their teach-

ing of economics to high school teachers through effective applications of learning theory.

- **Satellite Program** – The CCEE Satellite Program piloted one-hour television programs which trained teachers who were unable to attend the workshops in person.
- **Adopt-a-Teacher Program** – Interested organizations are solicited to "adopt" teachers for supplementary training in economic education. Generally, these teachers live in regions where training is not currently provided.
- **Economics for Educators** – One-week inservice workshops for new and experienced high school teachers provide curriculum instruction, materials, and teaching strategies.
- **Kinder-Economy (Grades K-3); Mini-Society (Grades 4-6)** – These programs teach economic concepts to K-6 students. These participatory courses encourage students to explore the impact that economics has on each individual as well as their role in a complex society.
- **The Materials Dissemination Project** – Center directors are surveyed to ascertain which materials help teachers most in understanding and implementing economics in K-12.
- **The Golden State Examination in Economics** – Several center directors of the CCEE participated in the development and field testing of an assessment instrument for economic understanding. This resulted in a standardized test that measures the economic knowledge of high school students.

○ **Mathematics Diagnostic Testing Project**

The Mathematics Diagnostic Testing Project (MDPT) was established jointly by the California State University and the University of California. The MDPT makes

○ Denotes statewide or multicampus program.

available directly to high school teachers of algebra and calculus a diagnostic test they can use in the classroom to assess the adequacy of coverage of discrete curricular areas. Over 300,000 secondary school students annually take this test. Centers on UC and CSU campuses at Chico, Fresno, Fullerton, Sacramento and San Luis Obispo provide scoring services and assist teachers with interpretation of results. The MDPT has been supported by the CSU with a combination of Academic Improvement and CAPP funds.

○ *Freshman Competency Statements*

During the last decade, the Intersegmental Committee of the Academic Senates (UC, CSU, and CCC) has overseen the development and endorsement of statements of competencies expected of students entering public higher education at the freshman level. The statements have been distributed to school districts throughout California and disseminated within the public postsecondary segments. College preparatory subjects for which statements have been published include English composition, mathematics (the 1982 statement was revised in 1989, and further updating is under consideration), natural science, and foreign languages (a statement for French, German, and Spanish has been issued; a draft statement for Chinese, Japanese, and Russian was endorsed by the CSU and is under review by other segments). Efforts to develop statements in the social sciences, humanities, and visual and performing arts are under way, but no draft has been adopted at this time.

Academic Excellence Program – Fullerton

The Academic Excellence Program, funded by CSULA Access Center, has two overriding goals: to enhance the mathematics skills of promising students and to interest some in considering mathematics education as a career. A mathematics teacher at each school is responsible for creating activities that are used in the workshops, coordinating the recruitment of student participants, and overseeing the workshop sessions. It is expected that the

○Denotes statewide or multicampus program.

combination of peer involvement and cooperative learning will have a positive effect on students' attitudes toward mathematics and will enhance their ability to excel at mathematics in the classroom and beyond.

Accelerated Schools Program – San Francisco

The Accelerated Schools Program was developed in 1987 by Dr. Henry Levin of Stanford University to motivate children considered to be at risk—children who lack home and community resources to fully benefit from conventional school curricula. Stanford established a Satellite Center at SFSU in 1990 and the program currently serves three inner-city San Francisco public schools. The goal of the project is to help students advance academically to meet school standards throughout their years in elementary school and therefore to take advantage of mainstream secondary education instruction by effectively closing the achievement gap at the primary school level. This program is one of four models for school reform cited by President Bush in America 2000.

Adopt-a-School Program – Dominguez Hills

Dominguez Hills has adopted Ambler Elementary School and provides a variety of support services.

AFUEL Lynwood High School Project – Dominguez Hills

AFUEL is a partnership with the Lynwood Unified School District to establish a specialized high school in which the integrated curriculum focuses on the knowledge, research, and action needed to change the urban environment.

Authentic Assessment Institute – San Diego

The major goals of the project are to produce urban mathematics teachers knowledgeable about alternative assessment in mathematics and able to develop alternative assessment items and scoring rubrics and to apply knowledge of alternative assessment to their classroom instruction; to create a network of urban

mathematics teachers sharing information about districts on topics related to alternative assessment in mathematics; and to establish a model staff development program that focuses on alternative assessment and a model community information program on assessment.

BASTEC (Bay Area Science and Technology Education Collaboration) – Hayward

BASTEC is a group of Oakland teachers and administrators, U.S. Department of Energy representatives, and faculty from California State University, Hayward, and other educational institutions. The purpose or mission of BASTEC is to enable teachers to improve the teaching and learning of mathematics, science, and ecology for all K-12 students with special emphasis on underrepresented populations, females, minorities and the disabled. The colleges and universities involved in BASTEC include: CSU Hayward, Holy Names College, Laney College, Mills College, Samuel Merritt College, and UC Berkeley/MESA.

Calculators and Mathematics Projects – Los Angeles (CAMP-LA) – Fullerton

This initiative is one of six projects in the United States funded to investigate the effects of calculators and computers on the elementary school mathematics curriculum. To date, this continuing project has produced mathematics books that use calculators for grades K-2, 3-4, 5-6, and 7-8, as well as a book for college students planning to become elementary school teachers.

The California Geographic Alliance - Chico

The California Geographic Alliance - North is part of a nationwide Geographic Alliance network that was originally created by the National Geographic Society. That network extends to 47 states, Puerto Rico and Canada. The alliances are state organizations of teachers, administrators, and public policy makers who share a common concern about the need for improved geographic education. Specifically the goals are (1) to increase public

awareness of the importance of geographic education; (2) to improve the quality of geographic education; and (3) to increase the emphasis on geography in the grades K-12. The Alliance-North has sponsored and participated in the annual Geography Awareness Week, summer institutes for classroom teachers, inservice training and workshops for teachers, interactive teleconferences, and quarterly newsletters. The geography department faculty at Chico have played a particularly strong role in the Alliance-North.

California Instructional Software Clearinghouse and The Electronic Research Center – Long Beach

The California Instructional Software Clearinghouse coordinates the statewide evaluation of K-12 instructional software and CD-ROM programs and cooperates with the Instructional Video Clearinghouse in the evaluation of computer-interactive videodisc programs. Activities of the clearinghouse serve educators in K-12 schools and teacher training institutions throughout California. There are 17 Software Resource Centers in California, with at least one SRC in each administrative region. The SRCs serve as drop-in preview and evaluation sites for educators in each region and also provide software for teacher training activities to support the CTP Consortia and the California Curriculum Projects.

California Math Science High School – Dominguez Hills

The California Academy of Mathematics and Science (CAMS) was established to provide Los Angeles Basin students the opportunity to attend a specialized high school. A major objective of this academy will be to increase the number of scientists and engineers from underrepresented groups, by helping secondary students gain fluency in mathematics and science and encouraging them to pursue careers in science and engineering. CSU Dominguez Hills is the site for the academy. Compton and Long Beach Unified School

Districts cosponsor the academy with CSU Dominguez Hills.

The academy is a fully accredited four-year high school. It opened in 1990 with 120 ninth grade students. Students are recruited for the ninth grade and continue at the academy thereafter. Teachers for the academy were selected from participating school districts, universities, and the private sector.

This year, two new courses were developed by Dominguez Hills faculty and contributed to the academy. These were Computer Networking and Science and Technology. School of Education faculty provide support for the instructional program, and faculty from the Schools of Behavioral Science and Humanities and Fine Arts are involved in planning and additional curricular activities to the high school.

Center for Critical Thinking and Moral Critique – Sonoma

Established in 1983, a primary focus of the center is to bring together nationally and internationally recognized scholars and educators in the field of critical thinking with teachers and administrators in both public and private schools. The Eleventh Annual International Conference in summer 1991 attracted over 1,300 participants. The center has also produced an exceptionally large library of critical thinking audio and video tapes which focus on instruction in a variety of subject areas and grade levels and have been disseminated throughout the country.

Center for Latin Studies – San Diego

The Center for Latin American Studies (CLAS) works with the public schools by providing both direct and indirect support of ISTEP's Latin America-focused programs, and through sponsorship of a variety of other programs and educational activities geared toward improving the knowledge and teaching competence of K-12 teachers in regard to Latin America. CLAS

provides indirect support for ISTEP by housing the ISTEP Administrative Offices and Teaching Resource Center, a lending library of curriculum and reference materials which includes numerous items for teaching about Latin America. CLAS provides direct support for ISTEP activities through its USDOE Title VI grant. This summer, CLAS Title VI funds are being used to help support a two-week institute for K-12 teachers titled, "Across Oceans, Across Borders: Mexican History and Culture from a Global Perspective." Latin American Studies faculty support ISTEP by guest lecturing at ISTEP workshops and institutes.

Center for Science and Mathematics Education (CSME) – Pomona

The center is the focus of collaborative efforts between the College of Science and the School of Education to address the inservice needs of K-12 educators. The interdisciplinary faculty in CSME also teach in the undergraduate professional programs for beginning teachers. The preservice program benefits from the constant interaction between addressing the needs of the experienced teacher in the public school classroom, and providing practical applications to improve the quality of preservice preparation. The current program includes a focus on the improvement of university courses in mathematics, science, and technology, as part of the education of teachers. A major effort addresses assessing the subject matter competence of prospective teachers.

Children's Theatre Program – Stanislaus

The Stanislaus drama department offers a Winter Term Children's Theatre Program each January. The class acts, directs, produces, and sometimes writes a play generally aimed at a K-3 audience. The program has been very successful both in terms of training students and in providing outreach to area schools. Over a two-week period in 1992, fifty-eight elementary schools brought almost 6,000 students to see *Snow White*, an original script. During winter term, the department

also tours shortened classic plays to area high schools with a program called Classics in a Trunk.

Christopher Columbus Consortium – San Diego

O'Farrell is a middle level magnet school that has a technological environment as one aspect of the enriched environment the school seeks to create. The purpose of the first year of the partnership with San Diego State University's department of educational technology was to involve the students actively in their learning and to put computer based technology into their hands so that they could engage in activities that integrated the curriculum across subject areas. To accomplish this, the department of educational technology developed a computer-based simulation game shell or authoring language that allowed the entire student population to participate in the creation of interactive "microworld" games which were historically accurate and culturally relevant.

Complex Instruction Dissemination Center – Stanislaus

The School of Education serves as a dissemination center for Complex Instruction, a program developed and funded by Stanford University, which supports the implementation of the instructional model of complex instruction in local schools. The curriculum for elementary school children includes a focus on the development of higher order thinking skills in academically and linguistically heterogeneous classrooms; small group problem solving tasks that require multiple intellectual abilities; use of cooperative student roles; and concern for equal access to a quality education for all students.

Cooperative Writing Program – San Diego

Since 1980, faculty members from SDSU's Academic Skills Center have been working with San Diego city school administrators and teachers to help establish school districtwide writing programs. Three SDSU faculty members have been consultants-in-residence at inner-city schools for over seven years, hundreds of

teachers have participated in seminars on writing, a Writers' Assistants Program has been established (graduate students now help in K-12 classrooms throughout the city), and a Writers' Forum for teachers has been established (teachers now meet on a regular basis to discuss all aspects of writing in 59 schools, 23 secondary and 30 elementary).

The Cooperative Writing Program makes it possible to train hundreds of teachers and graduate assistants and to help thousands of students to improve their writing ability.

Distance Education: Personnel Preparation of Teachers of the Visually Handicapped – San Francisco

This project develops a competency-based curriculum for training teachers of the visually impaired. The project addresses the critical shortage of teachers in this area as well as the obstacles to training that impact individuals who are not able to attend a campus-based program for family, financial, or other reasons. The project will develop training modules for distance education. It is funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services.

Dos Palos Partnership Program – Stanislaus

Faculty members from the chemistry department are working with the Dos Palos Unified School District to improve science teaching for K-12. During the summer of 1992, with the assistance of computer science faculty, a workshop was developed and presented to elementary teachers in Dos Palos. The workshop will be offered on a continuing basis to area teachers. Departmental visits are also made to local schools to present a program called "The Magic of Chemistry," which demonstrates some chemical reactions and discusses them with students.

Drug-Free School Training by Television – Pomona

This project is supported by a \$574,000 two-year grant to deliver drug-free schools training by television to public schools throughout the United States.

Early Childhood Conference – Sonoma

Now in its fifth year, this annual event brings together a broad spectrum of early childhood educators from throughout the North Bay region to discuss problems and opportunities in educating children during the critical early years.

Eighth Annual Conference on Civic Education – Fresno

The conference is an annual event sponsored by the School of Education and Human Development Advisory Board on Professional Education and planned in cooperation with the Fresno County Office of Education and area school districts. The primary groups served are CSU Fresno student teachers who are enrolled in final student teaching. Participants were introduced to information and strategies that will be useful in achieving civic education objectives for appropriate grade levels and subject areas. The major objective of the conference is to provide participants with information and strategies that will be useful in achieving civic education objectives in appropriate grade levels and subject areas.

Elmhurst Science and Math Enrichment Program – Hayward

The Elmhurst Science and Math Enrichment Program is designed to encourage children (ages 5-12) to become involved in the science and math fields. The eight-week summer program was first implemented with great success in 1991. The curriculum for the program is designed and provided by the American Association for the Advancement of Science. The program consists of hands-on science and math activities, field trips. The program recruits students as well as professionals in various fields to serve as tutors and mentors.

Extended Education Excel Program – Sonoma

Now in its ninth year, the Excel Program has offered summer classes for hundreds of gifted and talented students from grades four through ten, providing them with hands-on experience in many academic and artistic fields.

Facility for Animal Care and Treatment (FACT) – Bakersfield

FACT curriculum materials, guided tours, and classroom presentations form the basis for learning units in outdoor biology, ecology, wildlife conservation, bird study, and raptor biology. Many local teachers take advantage of this program on an annual basis and have developed extensive curricular materials built around FACT offerings. In a number of schools an entire grade uses the FACT program as part of their nature study activities. FACT regularly conducts field trips for all students in grades K-12, including special education students. The purpose of these tours is to give students the opportunity to learn about the importance of preserving our environment and to show them how injured animals can be successfully healed and returned to their natural habitats.

Fine Arts Projects – San Bernardino

San Bernardino arts faculty are extremely involved in community and school interaction: The Imagination Players present 30-40 dramatic performances a year in the schools, the University Gallery provides annually guided tours to hundreds of school children. A recent show of Egyptian art was completely booked for school visits and served over 3,000 students. The department of music offers studio instruction through a Saturday Conservatory, regularly hosts high school bands on its stage, presents touring concerts, and puts on a elementary, junior high, and high school Solo and Ensemble Festival each year in conjunction with the San Bernardino County Music Educator Association. The campus assumed a major leadership role in arts education by being awarded one of five statewide grants to coordinate Arts in the Schools for Riverside, Inyo, Mono, and San Bernardino counties (RIMS). This program, like the writing, math, and science projects, delivers inservice training and consultancies, coordinates tours, develops new curricula and methods, and encourages integration of the fine arts into the classroom.

Focus: Physics – Hayward

The purposes of Focus:Physics are to (a) increase the number of students entering mathematics; (b) identify, motivate, and prepare students in the mid-achievement level, particularly ethnic minorities and females, for their ninth grade physical science course; (c) provide students with a learning and living experience on a university campus; (d) prepare students to complete their university entrance course requirements in a timely manner; (e) offer them academic year support and follow-up through a Saturday college component; (f) provide mentors and role models who will encourage the students to pursue higher education; and (g) build parent support for the pursuit of higher education.

Focus:Physics is an enrichment program for 40 seventh grade students and four teachers from the three STRETCH (Students and Teachers Raising Expectations to Challenge Horizons) schools in inner-city Oakland. Eight thematic physics topics (four each year) involving hands-on experiments and other activities are the main focus of the program. Focus:Physics is funded by the Oakland Unified School District, the U. S. Department of Energy, California State University, Hayward, and the BASTEC (Bay Area Science and Technology Education Collaboration). The project is a two-year program consisting of (a) two four-week summer sessions and (b) corresponding academic year follow-ups. The summer sessions are residential components whereas the academic year follow-ups involve summer participants, their parents and some of their classmates and teachers who were not summer participants coming to the university on four Saturdays during the school year.

French Immersion Program at Knox Elementary School – San Diego

The French department at San Diego State University and the French Immersion Program at Knox share their unique language and cultural resources to provide increased access for Knox students and parents to French language and cultural experiences, improved written and oral French language skills for Knox students and San Diego State University students, and

increased exposure for Knox and San Diego State University to ways in which French may be used in the community.

High School Academies Magnet Program – Hayward

Oakland Magnet Schools Program establishes various school academies in which a specific vocational or skill development program is integrated with academic study. Oakland Tech High School operates the Health Academy. California State University, Hayward faculty in biological sciences and health sciences work with the academy instructors to develop programs. The Health Academy at Oakland Tech has received funds under the California Academic Partnership Program (CAPP). Various activities, such as the Summer Intern program, and various workshops are paid for with funds from CAPP. Research assistance is provided to the academy by the CSUH biology faculty.

History Fair – San Jose

The campus has sponsored a history fair with the Franklin-McKinley School District. The fair is a competitive event, similar to a science fair, in which elementary school students individually or in small groups enter projects on their family's, community's or state's history. Judges include faculty members of the history department and other departments of the college. In addition to first, second, and third place ribbon winners, all other participants receive a ribbon of participation. The fair has been successful in its goal of providing creative interaction between the university and the local community of students and teachers.

Holocaust Study Center – Sonoma

In addition to its annual Holocaust Lecture Series and other activities, SSU's Holocaust Study Center provides workshops on Holocaust education for high school teachers through a grant from the Holocaust Educational Foundation.

Institute for Science Education – San Bernardino

The Institute for Science Education has been working cooperatively with UC Riverside and the Riverside/San

Bernardino County schools to organize and host the Inland Science Project which trains elementary teachers in a summer program. It recently received two major National Science Foundation grants to develop science education programs for bilingual teachers and minority students. A MAT degree in science education will be implemented during 1992-93.

International Studies Education Project of San Diego County (ISTEP) - San Diego

ISTEP brings together university faculty educational personnel, school administrators, and classroom teachers in a collaborative effort to develop pedagogical approaches for improving international studies education appropriate for varying grade levels, subject areas, and student populations. Particular attention is given to improving the substance and quality of cross-cultural/multicultural studies at all grade levels in an effort to improve students' understanding and appreciation of cultural diversity, at home as well as abroad.

Jack London Excellence in Education Award Program - Sonoma

Now in its fifth year, this award program recognizes excellence in Sonoma County K-12 public schools through presentation of annual awards to teachers who have created outstanding, innovative educational programs. Teams of judges, comprised of SSU faculty and business and civic leaders, visit 8-10 nominated programs each year for on-site observation; final decisions are made by an award committee. Awards are presented at a campus reception on the Day of the Teacher.

Lipinsky Institute for Judaic Studies - San Diego

Lipinsky Institute personnel have served as resource persons for the school systems in a variety of settings. They have presented a paper on the "Teaching of the Holocaust" for the regional conference on the California Social Studies Curricular Framework, conducted workshops on the Arab-Israeli Conflict for teachers, presented background talks on the Gulf War and the

Arab-Israeli Conflict, trained teachers on the Holocaust in conjunction with the Anne Frank Exhibit at UCSD last year, and testified about the quality of coverage on anti-Semitism and the Holocaust in textbooks being considered for adoption in world history courses by the San Diego School District.

Los Angeles County High School for the Arts - Los Angeles

Located on the California State University, Los Angeles campus, the Los Angeles County High School for the Arts (LACHSA) is the first public high school to provide specialized arts instruction to highly motivated students from districts throughout Los Angeles County. Enrollment is open to tenth and eleventh grade students who reside in Los Angeles County and who meet the school's entrance requirements. As an instructional partnership, California State University, Los Angeles (CSULA) provides LACHSA access to special campus facilities and advanced college credit programs.

LACHSA represents many years of effort by community leaders, educators, parents, and students to develop a public high school for students who desire to pursue a career in the arts. LACHSA officially opened in September 1985. The school offers a comprehensive high school academic curriculum which meets the college entrance requirements, and specialized rigorous training to students in one of four arts areas: dance, music, visual arts, performing arts. Students attending LACHSA have earned above average scores on the 1987/88 CAP test and many have taken advantage of the opportunity to receive college credit for advanced coursework taken as concurrent enrollment in conjunction with CSULA.

Macintosh Computer Lab for Teachers - Sonoma

SSU has entered into an agreement with Apple, Inc. to equip a new, sixteen-workstation Macintosh laboratory on campus exclusively for local teachers. For every computer SSU can raise funds to purchase, Apple will

donate one. The goal is to update computer training for teachers, most of whom have obsolete computers in their classrooms. Thus far, SSU has bought four computers and Apple has donated four. Computing Services will also assist the schools in planning for their own computer labs.

Marshall Fundamental School Partnership – Los Angeles

The partnership program between Marshall Fundamental School (Pasadena Unified School District) and California State University, Los Angeles is designed to assist Marshall to redefine “fundamentals” and emphasize college preparedness as its primary goal. To that end the partnership exists to:

- Enrich the Marshall curriculum in selected areas that have been agreed to through mutual interaction between CSULA and Marshall faculty;
- Assist Marshall faculty through regular inservice programs provided by Cal State L.A. faculty on such issues as achieving college competency levels and pedagogy and learning styles;
- Provide opportunities for Marshall students to receive college credit while in high school by such means as achieving passing scores on competency tests developed by Cal State L.A., and by taking college courses during the summer while in high school;
- Create a relationship between the faculties of the two institutions that will allow for an ongoing dialogue about issues of common concern;
- Enrich the experience of the Marshall faculty and students through their regular and ongoing interaction with the faculty from Cal State L.A.;
- Provide a regular opportunity for Cal State L.A. faculty and administrators to experience, discuss,

and analyze, more closely than otherwise possible, the educational issues related to grades 6-12.

Materials and Assistance for Science Teaching (Project MAST) – Sonoma

Initiated in the School of Natural Sciences to assist elementary schools with science instruction, this project provides a comprehensive elementary school curriculum for science learning.

Math Enrichment/Enhancement Project – San Diego

The purpose of SDMEP is to strengthen the mathematics content knowledge and teaching methodology of a group of inservice fourth through eighth grade teachers, to strengthen the understanding of mathematics and awareness of components of effective mathematics teaching of a group of African-American and Latino preservice teachers, to improve the mathematics education learning experiences for African-American and Latino middle grades students, both cognitively and effectively, to build a community of African-American and Latino middle grades students that focuses on achieving academic excellence and peer support, and to promote parent involvement and parent/teacher/student interaction in mathematics activities through participation in Parent Workshops and through open invitations to attend after school mathematics laboratories.

Mathematics Accented for Teachers in Elementary Schools Project – San Diego

The purpose of MATES is to strengthen the mathematics content knowledge and teaching methodology of a group of inservice fourth through sixth grade elementary teachers, to provide school administrators with current information of curriculum reform in mathematics education in order to strengthen them in their role as instructional leaders, and to build a community of African-American and Latino preservice college students that focuses on achieving academic excellence and peer support.

Mathematics Project – San Diego

The San Diego Mathematics Project is a joint effort of the department of mathematical sciences of San Diego State University, the San Diego County Office of Education, and the Center for Research in Mathematics and Science Education. Its primary purpose is to improve mathematics education in the elementary and secondary schools of San Diego and Imperial counties. The project is designed to provide long-term commitments both to and from teachers, administrators, schools, and districts. The project consists of a number of different components including an intensive, ongoing three-year leadership institute for carefully selected teacher leaders. The leadership institute focuses on current issues in mathematics education with an emphasis on the development of long-range inservice plans for schools and districts.

MERIT Project – Dominguez Hills

The campus operates an inservice mathematics and training program designed to upgrade the content and pedagogic skills of middle school mathematics teachers in the South Bay. This training could lead to a supplementary credential to teach mathematics through the ninth grade.

Mission Possible – Hayward

In partnership with the Oakland, Hayward, and New Haven Unified School Districts, CSUH offers college-level classes on the high school campuses for senior high school students. The program is aimed mainly at students of African American, Hispanic/Latino background, and students for whom English is a second language. The broad aim of the Mission Possible program is to motivate high school students to consider enrollment in college. The educational goals are development of reading, writing, problem-solving, verbal expression, note taking, and listening skills.

Network for Environmental Science Teaching (NEST) – Sonoma

A joint project of SSU's department of environmental studies and planning department and the Sonoma

County Office of Education Curriculum and Instruction Department, NEST helps K-12 teachers in North Bay counties to develop curricula addressing environmental issues. NEST offers workshops for environmental education, a directory listing environmental science resources in the area, and a quarterly newsletter.

The Paralegal Program – Dominguez Hills

The Paralegal Program is working with the Law and Society Program at Long Beach Jordan Magnet High School. The most recent activity involved the Moot Court providing a bus to bring 20-25 Jordan students to observe the semifinal rounds of the Moot Court. Other discussions on curriculum are continuing.

Partnership for Integrating Language Minority and Foreign Language Education (CAPP Grant) – San Jose

This California Academic Partnership Program grant involves San Jose State University, College of Education; Campbell Union High School District; Campbell Union School District; Cambrian School District; and Moreland School District. The goals and activities include:

- developing a Spanish for Spanish Speakers course and integrating this course into the existing foreign language program;
- developing new strategies and techniques for Spanish foreign language classes to employ native Spanish speaking students;
- sensitizing non-project teachers to the needs of targeted students;
- increasing the native Spanish speakers' professionally oriented first language skills and increasing the oral proficiency skills of non-native students;
- having a minimum of 40 percent of the parents participate in parent home-school activities, class-

room volunteering, or serving on the project steering committee;

- identifying points of convergence and divergence among the curricula in middle schools, high schools, and colleges; and
- articulating with professionals from outside the academic partnership as the course sequence evolves (including giving presentations at state and national conferences and sponsoring a regional conference).

Pre-Freshman Enrichment Program – Stanislaus

The Pre-Freshman Enrichment Program provides a Mathematics-Science Institute for students in grades six through nine and encourages students to take mathematics and science classes in high school so as to increase the number of college graduates in those majors. This program is funded by the Department of Energy.

Project EXCELL – Dominguez Hills

For the fourth year, the School of Science, Mathematics and Technology has hosted EXCELL Project activities on campus. Operated by the Los Angeles Chapter of Black Professional Engineers, EXCELL offers enhancement activities in math and science each Saturday morning to about 225 students ranging in age from 6 to 17.

Project Wild – San Bernardino

The Center for Environmental Education established "Project Wild," a magnet program in outdoor and environmental education at Kimbark Elementary School which has received national recognition and was featured on network television recently.

Quantitative Reasoning Project – San Diego

The aim of the project is to investigate the development of students' algebraic reasoning in grades 6

through 8 as they are taught for three years from a curriculum infused with instruction emphasizing quantitative reasoning. Experimental instruction incorporates advanced software and materials developed for research on teaching and learning quantitative reasoning via multiple, linked representational systems. The project is based on a theoretical cognitive model of quantitative reasoning and its relationship to algebraic reasoning.

Reading Conference – Fresno

The School of Education and Human Development, in conjunction with the Fresno Area Reading Council, co-sponsored the 1992 Fresno Area Reading Conference. The theme of this conference, which was held on the CSUF campus Friday, January 24, and Saturday, January 25, was "The Legacy of Literacy: Pass It On."

San Diego Area International Language Network (SAILN) – San Diego

The purposes of this project are (1) to create, at a number of school sites, cadres of teaching "partners" who are trained in communication techniques and strategies to serve as models for their colleagues; (2) to collaborate with the Foreign Language Council of San Diego to present a series of professional updates on topics of interest and importance to foreign language teachers; and (3) to coordinate activities of the San Diego County Office of Education with foreign language professionals in the development and implementation of Spanish for Spanish speakers curricula.

Science Consortium – Los Angeles

The California State University, Los Angeles/Los Angeles Unified School District Science Consortium is sponsored by the Office of Student Affirmative Action and the departments of biology, chemistry and biochemistry, microbiology, and physics and astronomy. The five middle schools involved include Audubon, Belvedere, El Sereno, Griffith and Stevenson, all of which have enrollments ranging from 88 to 99

percent African-American and Hispanic. The consortium conducts a Friday afternoon science seminar based upon the new thematic approach to science education. The recently adopted Science Framework for California Public Schools emphasizes the thematic nature of science and requires that science instruction in California be organized around themes and not just facts. The Friday workshops are taught by university faculty and are rotated through the labs of the CSLA science departments conducting experiments that touch on various aspects of the general theme. The science faculty chosen to participate have outstanding teaching skills.

Science Education Research and Development Grant – Fresno

The School of Education and Human Development, in collaboration with UC Davis, Sacramento County Office of Education, and the Decision Development Corporation, has received a grant in the amount of \$500,000 from the California Department of Education. The School of Education and Human Development's contracted portion amounts to approximately \$90,000. The project will develop and research an innovative science curriculum for grade four through six IEP students using laser video technology and incorporating constructivist approaches to learning.

Science Night – Sonoma

Now in its twenty-sixth year, Science Night is a well-attended annual event involving all departments of the School of Natural Sciences in various mathematics and science demonstrations and activities designed to elicit the interest of K-12 students in the sciences. Many local science teachers bring their students to this event or encourage them to attend.

Sheltered Academics – Stanislaus

Intensive workshops are provided to school districts in the Stanislaus service area on teaching LEP children, second language acquisition and sheltered content

approaches. In addition, a series of methodology workshops has been presented to over 500 K-12 teachers to prepare for the language development specialist test. Following this training, the rate of passing has doubled and is now one of the highest in the state of California.

Solana Vista School Academic Alliance – San Diego
Faculty and staff of Solana Vista School receive training from faculty of College Health and Human Services on wellness. This training enables faculty and staff to broaden school curriculum to include wellness issues and to better meet the wellness needs of students from diverse populations.

Space Science Involvement Program for High School Students – Dominguez Hills

High school minority students attend a four-week summer program at the CSU Dominguez Hills campus. Working with university scientists and high school teachers, students propose experiments that could theoretically be performed on a space station. Projects deal with problems related to space science, human health and microgravity and computer-staged events. The program is funded by NASA for \$20,000.

Space Science Student Involvement Project – Dominguez Hills

This project is a collaborative effort of the National Science Teachers Association and the CSU Chancellor's Office. The program is a two-week summer intensive for high school students to design an experiment suitable for a space shuttle mission. The instruction, by CSUDH science faculty and local science teachers, is focused on encouraging students to enter the SSIP contest.

STEP Project – Dominguez Hills

During the 1992 summer session, 160 sixth grade students from the Compton Unified School District will attend twelve days of special mathematics and science enrichment classes.

Summer Music Program – Stanislaus

The Stanislaus department of music has offered a Summer Music Institute for California music educators. This program typically offers between eight and twelve one-week courses of intensive study. The curriculum is related to professional development and the analysis of problems related to secondary and elementary music. The Summer Music Institute has been recognized by educators throughout the state as one of the finest programs available on the West Coast. Over eight hundred music teachers have attended the institute.

Summer Seminars for Social Science Teachers - Long Beach

In summer 1989, CSULB conducted a seminar for high school social science teachers, sponsored by the National Endowment for the Humanities (NEH) on "Understanding Revolutionary Russia and the Soviet Union Through History and Literature." In summer 1990, the campus hosted a California History/Social Science Project for thirty social science teachers and followed up with the Trainer-of-Trainers program. In summer 1992, a NEH grant was awarded to conduct a four-week summer institute on the Enlightenment. Thirty secondary school teachers were chosen nationwide to participate.

Teacher Retraining Institute (TRI) – Dominguez Hills

The Teacher Retraining Institute is a model science teacher retraining program designed to improve the quality of science teaching in schools in the South Bay region of Los Angeles. The institute will offer basic science courses for teachers with limited or no science background, and enrichment courses for teachers sufficiently trained in basic science. This is a joint project between CSU Dominguez Hills and all cooperating school districts in the region. It is supported by NSF for three years for \$.9 million.

High school minority students attend a four-week summer program at the CSU Dominguez Hills campus.

Working with university scientists and high school teachers, students propose experiments that could theoretically be performed on a space station. Projects deal with problems related to space science, human health and microgravity and computer-staged events. The program is funded by NASA for \$20,000.

Theatre Arts Activities – Hayward

The theatre arts department hosts an annual High School Shakespearean Festival in which 15 to 20 schools participate. The festival includes two rounds of monologues and scenes performed by student actors and some technical theatre contests. In addition, the department produces a children's theatre show each year. The performances are scheduled mornings specifically to accommodate K-12 schools. The vast majority of the 20,000 to 30,000 audience members over the past few years have been residents of local counties and school districts. Each year the department faculty form an outreach theatre group to visit high school theatre classes.

Theatre Arts Projects – Dominguez Hills

The theatre arts department mounts a touring production designed by Dominguez Hills students for elementary schools. In 1990, *Popsicles and Pink Lemonade* traveled to South Bay schools with a cast of 7 theatre arts students. In the spring of 1993, another show will begin touring. Also, there is currently a proposal being submitted to external funding sources for the development of a multicultural theatre company, Teatro Dominguez, which would regularly mount and tour bilingual plays in the elementary schools.

Theatre arts produces the annual Theatre Festival at the University Theatre where local high school students compete for prizes by presenting a 20-minute act or scene from a play to judges selected from the professional theatre. Fourteen area high schools participated in the '92 festival which involved them in performance and technical workshops as well as the scene presentations and judges' evaluations.

For each of the four main stage shows during the theatre arts season, high schools are invited to see a free preview performance. These previews never have fewer than 475 students. Each preview is followed by an open discussion with the director and cast of the show. For certain shows (for example, Shakespeare), high schools are provided with study guides two weeks prior to the preview.

Turlock International Multidisciplinary Education (TIME) – Stanislaus

TIME is an international school-within-a-school established through a partnership effort of Turlock High School and CSU Stanislaus. Fifteen professors have assisted in TIME's faculty and curriculum development efforts. As a specialized secondary program, TIME features:

- fully integrated curricula in history, English, and Spanish for grades ten through twelve;
- student-centered, interactive learning strategies;
- strong emphasis on personal organization and study skills;
- a student incentive program;
- parent-monitored student study groups;
- ongoing involvement of university faculty.

Values and Character Recognition Award – Fresno

This is a program that was established to highlight various elementary, middle, and high schools in the region for exemplary programs that have been developed in promoting values and character education at specific school sites. Following a review of school applicants by area educators, special awards were presented at the annual Civic Education Conference which was held in the Fresno Convention Center during March 1992.

Young Scholar's Ocean Science Institute – Long Beach

The Institute provides 30 high-ability students entering grades 9 or 10 who show strong interest in science with

a 4-week summer program and year-long follow-up activities centering on ocean science. Students experience all the sciences through ocean-oriented laboratory and field experiences, demonstrations, presentations, and lectures. They also "shadow" a working scientist, are matched with a nearby mentor for guidance in their chosen field, and complete a research project of their own design. A highlight of the summer program is a 3-day Catalina Island field excursion. Scholarships are available to qualified students with demonstrated financial need in this program made possible by a grant from the National Science Foundation.

Illustration III

Sample Programs for Recruiting, Retaining, and Diversifying the Pool of New Teachers

Programs to Diversify the Teaching Work Force

○ *Teaching - Imagine It - A CSU Public Service Announcement Campaign*

During 1989/90, a series of 15 public service spot announcements were produced to encourage ethnic minority persons to consider teaching careers. A Teacher Diversity media grant to California State University, Los Angeles supported the development of the public service announcements which were produced by Alan Bloom, director of broadcasting in the department of communication studies, CSU Los Angeles. The announcements, some of which are in Spanish, feature ethnically diverse celebrities and classroom teachers and highlight the benefits of teaching careers. In 1990/91, eight announcements were distributed to all major television stations throughout the state and aired regularly on over 40

channels in all major media markets. This effort continued in 1991/92 with the distribution of the remaining seven announcements. The announcements were widely aired and well received.

2+2 Programs in Liberal Studies at Delano, Porterville, and Lancaster - Bakersfield

CSUB offers its liberal studies major via 2+2 programs at sites in Delano, Porterville, and Lancaster. These offerings enable students to complete a portion of their liberal studies requirements at the local sites. Then through on-site instruction and ITV courses, these students continue their upper division coursework through CSUB without having to commute to the Bakersfield campus. These programs are especially important in increasing the number of teacher candidates from underrepresented groups.

2+2+2+1 Project - Fresno

The project, in its third year of operation, is designed (1) to attract minority high school youth to the profession of teaching, (2) to sustain that interest at the junior college level, and (3) to provide services which will contribute to the likelihood of the students' successfully completing a teacher preparation program. It is an intersegmental project which includes 17 local school districts, the state Center Community College District, Fresno County Office of Education, and California State University, Fresno. During the first two years of the project, the number of high school and middle school future teachers clubs for minority youth increased from 11 to 33. Currently there are over 400 club members, with approximately 80 percent being minority youth. About 75 minority students from high school future teacher clubs have attended leadership camps at the university in the last two years. Five high schools have offered teacher education courses for college credit and over 50 students, mostly minority youth, were enrolled.

ⓓDenotes statewide or multicampus program.

Aide-to-Teacher Program – Dominguez Hills

This program identifies and prepares minority teacher aides for entry to the teacher preparation program at CSUDH. One hundred teacher aides from the Los Angeles, Lennox, Paramount, and Compton Unified School Districts are currently enrolled in the program. The program is supported by a \$76,000 Teacher Diversity grant from the CSU and funds from the Carnegie Corporation.

AIM-to-Teach – San Diego

Through AIM-to-Teach, the College of Education is expanding and refining its outreach activities to underrepresented students, establishing and expanding mentor/tutor programs, and assessing present and developing future recruitment programs. Through AIM-to-Teach, programs are devised to advise, facilitate, and support minority teacher aides in pursuing teacher education programs, developing a system to support successful completion of standardized tests used in admissions, creating a receptive environment by assessing and developing plans for system/structural changes responsive to the ethnic diversity of students and schools, and establishing a database of potential students from underrepresented populations.

Bilingual Education and Language Development Specialist Project – Stanislaus

The School of Education's Title VII grant provides for the collaboration of university faculty and school district educators in better serving children of limited English proficiency. The project expands the pool of credentialed bilingual teachers and educates mainstreamed, monolingual teachers in ESL methodologies.

Career Training Ladder in Special Education – Northridge

This project seeks to recruit paraprofessionals and assist them in completing a quality teacher preparation program. A large proportion of paraprofessionals in

special education are from ethnic or linguistic minorities. Thus, success of this project will result in having an increased number of special education teachers from this population. By providing prepared teachers through the recruitment and training of special education classroom aides, this project addresses the personnel needs of the teaching profession and the special needs of potential teachers. Various scholarships are available to help students complete the necessary preparation to become a special education teacher.

CBEST Assessment – Fresno

A group comprised of representatives from the Fresno County schools, local school districts, and CSU Fresno made a special presentation to the Commission on Teacher Credentialing requesting that they be allowed to conduct research pertaining to CBEST outcomes and the effects of providing additional test taking time for limited English speaking populations. This request was granted and research will be conducted by education faculty members.

Consortium for Minorities in Teaching Careers – Dominguez Hills

Dominguez Hills is the lead campus in this 10-university effort to implement and evaluate models for recruiting high school and college youths for careers in education. The other partners are CCNY, Hostos CC (CUNY system), Fordham University, Morgan State University, Knoxville University, Xavier University (La.), Turabo and Metropolitan Universities (Puerto Rico), and the University of Iowa (program evaluator).

Cross Cultural Resource Center – Sacramento

The Cross Cultural Resource Center at CSU Sacramento administers several Title VII federally funded programs designed to increase the number of bilingual teachers, language development specialists, and underrepresented school administrators. The program assists students at both the undergraduate and graduate level with fees, books and, in the case of undergraduate students, a stipend.

Ellen Harcourt Scholars Program – San Diego

The Harcourt Scholars/Fellows Program was created in fall 1985 through a generous award (an average of \$86,500 annually and \$360,000 to date) from the Alfred Harcourt Foundation. Each year, the competitive program awards 10 to 20 scholarships (\$2,500 each) during the student teaching phase of the credential program to highly qualified secondary school teacher candidates. When Harcourt Scholars obtain teaching contracts, they become Fellows and receive \$1,500 for each of their first three years of teaching to support professional development. In addition, after the third year of teaching, \$2,500 is available to those Fellows who wish to pursue a master's degree. Participants are continually connected to College of Education activities and faculty during the critical first years of teaching.

Excellence in Education: Building for the Future, Today – San Bernardino

The CSU San Bernardino project, Excellence in Education: Building for the Future, Today, has two components, one directed to classroom aides, and one for junior high school students. The program identifies classroom aides who were enrolled at one of three cooperating community colleges (College of the Desert, Riverside Community College, or San Bernardino Valley College) or CSU San Bernardino. Student participants were required to enroll in coursework that would lead to a credential. In turn, they received stipends and information on transfer, scholarships, and other pertinent concerns. In the junior high component, "A Career in Education" (ACE) Club was formed at Rialto Junior High. Staff trained club members in tutoring methods, preparatory to their serving as tutors of elementary school children or other junior high students. Later, on the recommendation of participating teachers, club members were trained in direct instructional methods. Club members were then assigned as classroom aides to one of four elementary schools, where they practiced their newly acquired skills and had their instructional activities recorded on videotape.

Future Teachers for a State of Diversity Project – Northridge

This initiative seeks to increase the number of non-Anglo Californians choosing teaching as a career by introducing Future Teacher Clubs to middle schools, high schools, and community colleges. Students participating in this program are given information about teaching careers and the CBEST (the mandatory California Basic Education Skills Test), as well as an opportunity to tutor in participating schools while completing their education. Activities have been conducted at 13 senior high schools of the Los Angeles Unified School District, three senior high schools in Santa Barbara County, two community colleges, and CSU Northridge. Students participated in a range of activities designed to foster knowledge of teaching, acquaint students with teachers of the same ethnicity, and strengthen preparation for entry into college curricula. A number of high school sites offered relevant coursework (including a general introduction to education and a course in child development). Orientation to the college environment was provided in connection with Future Teachers conferences conducted at Pierce College and CSU Northridge.

Future Teacher Organizations – Pomona

A Teachers of Tomorrow Club was established on the Cal Poly Pomona campus and affiliated future teacher clubs have been established in area community colleges, high schools, and middle schools. Students from underrepresented groups are encouraged to join. Participants receive early advisement and the opportunity to earn money by tutoring and providing assistance in cooperating public elementary and secondary schools.

Future Teachers Program – Fullerton

An effort to attract minority students into the secondary credential program is being conducted by CSUF in the Santa Ana Unified School District. This future teachers initiative targets minority high school juniors and

seniors who are eligible for CSU. Each student enrolls in a college level class – The Teaching Experience: Exploration. Class activities for the high school students include maintaining a journal, viewing videotapes of model instruction, readings and discussions. Students are also provided with help with their own study skills. Finally, the students are required to tutor elementary, junior high and senior high students for a total of 40 hours during the semester. A highlight of the program is a field trip to CSUF where students attend workshops, visit university classes and have the opportunity to speak one-on-one with students currently enrolled in the secondary credential program. To date, more than 250 students have participated in the Future Teachers Program.

Impact/Teach – Long Beach

The CSU Long Beach program, IMPACT/TEACH, focuses on the recruitment of underrepresented minorities to teacher education, preparation of underrepresented minorities for admission to credential programs (readiness), and retention of students in programs leading to a credential.

The program employs a variety of recruitment activities and strategies. Among these were a media campaign, distribution of a brochure describing the IMPACT/TEACH program to targeted audiences, support of Future Teachers organizations in high schools and community colleges, and a sponsored informational seminar for teacher aides and community college ethnic minority students.

To achieve readiness goals, the program expanded operation of the TEACH Support Center. The center's efforts are devoted to early identification and remediation of ethnic minority students who may have difficulty passing CBEST or NTE. Bulletins and credential advising are used to inform students about the center. Also, CBEST test results reported to the campus are reviewed, and students who have not passed the test are advised of the center's services.

Strategies to retain students in credential programs included the awarding of scholarships to students needing support during student teaching, utilization of the TEACH center services for students who had been provisionally admitted to a credential program but who still had not passed a portion of CBEST, and the matching of faculty with underrepresented minority students who desired a mentor.

Inside Track Teacher Diversity Project – San Diego

This project targets a special population of potential teachers, ethnic instructional aides, who already have baccalaureate degrees. Almost 200 instructional aides with baccalaureate degrees have expressed an interest in a teacher credential program. Fourteen instructional aides were selected to participate in the project. The project creates a supportive environment in which these candidates can succeed in becoming fully credentialed. Applicants for this program often need extensive diagnosis, remediation, support, and encouragement.

Instructional Aide/Immigrant Teacher Career Path – Hayward

This program is designed to identify and assist minority instructional aides, non-credentialed teachers in child care centers, immigrants who were teachers in other countries, out-of-state teachers, current two- and four-year college students and change-of-career personnel who are interested in becoming teachers.

Interdisciplinary Training Model for Speech Language Pathologists – San Francisco

This minority recruitment and retention program provides stipends to master's level students who are pursuing a career in communicative disorders. Project personnel and students work with community agencies providing services in speech pathology and audiology. Graduates of the program will help fill the shortage of specialists in communicative disorders to better reflect the demographics of the San Francisco Bay Area and northern California communities. This

project is funded by the U.S. Department of Education.

I Teach Program – Bakersfield

The CSU Bakersfield I Teach Program collaborates with secondary schools throughout Kern County to establish future teacher clubs at individual high school sites. Its main objective is to identify high school students who are interested in pursuing teaching as a career and actively and tangibly nurture their interest on a long-term basis through social and academic activities at the site, cross-site, community college, and university levels. Activities include sponsorship of a countywide CSUB I Teach Annual Visitation Day for all current and prospective members and an I Teach Summer Academic Camp. The Visitation Day exposes I Teach students to presentations, demonstration classes, and panel discussions by the university president, dean of education, CSUB faculty members, and teachers from local elementary and secondary schools. The I Teach Academic Summer Camp enables I Teach students to participate in a week-long residency program at CSUB to develop social, administrative, and academic skills that will enhance their competencies as students and prospective teachers. All programs are designed, planned, and implemented in active cooperation with Kern County elementary, secondary, and postsecondary teachers and staff.

Lowell Elementary Teacher Cadet – Welcome – Fresno

A short-term training program was held for 16 fifth and sixth grade students from the Lowell Elementary School during fall 1991. Students were on campus during the month of October participating in weekly workshops which focused on tutoring techniques. These students were prepared to assist as cross-age tutors in primary classrooms, and during their year-round off-track time they will implement the skills they have acquired.

Metrolife Project – Dominguez Hills

This project is a partnership with West Los Angeles Community College and three LAUSD inner-city high

schools to establish future teacher clubs and facilitate effective transition from high school to West L.A. CC to the liberal studies program at CSUDH. It is funded by a \$75,000 grant from the Metropolitan Life Foundation.

Migrant Education – Stanislaus

The Migrant Education – Mini Corps Programs at the Turlock campus and the Stockton Center provide for financial and academic assistance to university students working with migrant children. It also provides intensive pre-professional field experiences and education for university students who are preparing to enter the teaching profession.

Minority Personnel Training to Serve as Teachers of Children and Youth with Serious Emotional Disturbances – San Francisco

This project prepares personnel to serve individuals with serious emotional disturbances (SED) within the context of our rapidly changing demographics, accentuating the overrepresentation of students of diverse linguistic and cultural backgrounds in SED programs and in special education at large. The project coincides with the implementation of new authorizations in California for teachers working with SED students where very few training programs exist. This project is funded by the U.S. Department of Education.

Minority Recruitment and Retention of Teachers for Students with Severe Disabilities – San Francisco

This project is designed to develop intensive recruiting efforts to increase the number of minority students trained for certification in severe handicaps. Eight to fifteen students will be trained each year, increasing enrollment totals by 40 percent for minority students in the program. Mentorships will be developed with target communities: Asian-American, African-American, Latin American, and the Paraprofessional Career Program in the San Francisco Unified School District. This project is funded by the U.S. Department of

Education, Office of Special Education and Rehabilitation Services.

Minority Recruitment for Training and Early Intervention – San Francisco

This program will increase the number of minority students trained to serve infants and young children with special needs. Trained personnel will serve members of their own diverse ethnic and cultural communities who are in need of early intervention services. The three target communities are Asian-American, African-American, and Latin American. The project is funded by the U. S. Department of Education, Office of Special Education and Rehabilitation Services.

New Bilingual Teacher Support Project – San Diego

This project is funded under Title VII by the U.S. Department of Education for three years (1989-92), and represents collaboration with four school districts: National City, South Bay, Chula Vista, and Valley Center. The project supports the retention of new, first year bilingual teachers as they adjust to the demands of teaching ethnically and linguistically diverse children. Within each district, one or two cluster leaders (i.e., mentor teachers) are assigned to each six new teachers. The cluster leaders provide a continuing and consistent source of support for the new teachers, meeting with them bi-weekly, visiting their classrooms, etc. The cluster leader's primary responsibility is to ensure that training provided by project workshops in the content areas and classroom management is implemented in the classroom.

Paraprofessional Career Program – San Francisco

Since 1988, the School of Education at SFSU has worked with the San Francisco Unified School District and United Educators of San Francisco to recruit minority teachers to work in the areas of mathematics, science, bilingual education, and special education. The school district subsidizes the salaries of these minority students while they are enrolled in the university.

Paraprofessional Preparation – Fresno

The School of Education and Human Development is involved with the Tulare County schools, offices, the Clovis Unified School District, and the Fresno Unified School District in developing proposals for providing the opportunity for local school district paraprofessional personnel to receive preparation that will be directed toward completion of a teaching credential.

Partnership for Aides to Teachers – Bakersfield

Partnership for Aides to Teachers (PATT), a collaboration between CSUB and Bakersfield College, facilitates entry of teacher aides into the liberal studies major and multiple subjects credential program. Through increasing the number of participants from underrepresented groups in these programs, PATT hopes to provide exemplary teachers who will serve as role models for future generations of underrepresented minority school children. PATT supports a cohort of teacher aides to begin study at Bakersfield College and then transfer to CSUB. A specific block of instruction time and courses has been allocated at BC and CSUB to permit these students to maintain their employment while they pursue their education. The PATT program began in 1991 with 22 students. By spring 1992, currently, 48 aides are enrolled.

Personnel Readiness for the Education of Preschoolers (PREP) – Sonoma

This program in Napa County is designed to recruit and train ethnic minority twelfth graders for careers in teaching and caring for disabled children. Students from Napa Valley College will act as peer tutors for the twelfth graders, many of whom need guidance and support to continue their education beyond high school. When the students graduate from high school, they attend Napa Valley College for paraprofessional training in special education (earning a two-year paraprofessional certificate) before coming to SSU for the teacher credential program. Project PREP is a joint venture involving Sonoma State University, the

California State Department of Education, the Napa County Office of Education, Napa Valley Unified School District, Napa County Council on Economic Opportunity, Community Resources for Children (Napa), Napa Valley Head Start, Napa State Hospital, and Napa Hispanic Network.

Pool of Recruitment Teachers (PORT) Project – Dominguez Hills

The PORT Project develops models for recruiting minorities into the teaching profession. It includes junior high school, high school, community college, and university components. The Saturday program known as the Future Teacher Institute is a component of PORT which is supported by a five-year, \$470,000 grant from the Carnegie Corporation of New York.

Project MOST – Humboldt

Humboldt's Project MOST (Minority Opportunities for Successful Teaching) is divided into three strands: recruitment of instructional aides to credential programs, expansion of other efforts to recruit ethnic minority students to credential programs, and matching of career expectations to employment opportunities.

Project MOST contacted teacher aides in local schools using a cadre of 14 former teacher aides now enrolled in waiver or credential programs. Employed aides expressing an interest in pursuing a credential were referred to MOST counselors for academic and financial advising. Complementary measures included articulation of coursework with community colleges, the rescheduling of credential coursework to accommodate better the needs of employed aides, and the establishment of procedures for granting university credit, as appropriate, for documented fieldwork as an aide.

Project MOST identifies Humboldt State University ethnic minority students through university records and contacts them through mailings. The project has

worked with approximately 500 ethnic minority students from the university in a two-year period. Approximately 200 were assisted in finding part-time jobs in educational settings. Eighteen students in the credential program have been offered economic assistance in the form of tuition deferrals. MOST has also presented materials to regional future teachers clubs and utilized public service announcements, on campus and off, to stimulate interest and discussion.

MOST worked with personnel in the Indian Teacher Educational and Personnel Program (ITEPP) to compile a list of employment opportunities in California for Native American educators and to develop a brochure about the ITEPP program and its students. The objective was to expand employment information and prospects for Native American teaching professionals beyond the immediate geographical area and to encourage Native American students to complete their credential programs.

Teacher Aide Path to Teaching (TAPT) – Pomona

TAPT is a cooperative venture between Cal Poly Pomona and Mt. San Antonio Community College. The primary focus of the program is to provide a career development support system for teacher aides to assist them to complete the requirements for a BA degree and their teaching credentials. Special emphasis is given to recruiting African-American and Hispanic participants, since these groups are underrepresented in teacher education programs. Also, emphasis is given to attracting individuals who have an interest in bilingual education and special education. The TAPT program recruited more than 150 individuals during the past academic year.

Teacher Diversity Partnership Project – Los Angeles

The Teacher Diversity Partnership Project is a school/university partnership project designed to encourage underrepresented students to consider careers in the education professions. The project involves four high

schools in the Los Angeles Unified School District. These include Bell High School, South Gate High School, Huntington Park High School, and Crenshaw High School.

Teacher Diversity Project (TDP) – Chico

The CSU Chico Teacher Diversity Program offers academic support to assist minority students interested in the teaching profession. Services provided by TDP include: academic advising, financial aid advising, CBEST workshops, CAR registration workshops, scholarship information, and campus tours. In addition, TDP offers assistance for Future Teacher Clubs at the high school level and for transfer students from the local community colleges. In the spring of 1992, the Teacher Diversity Program moved from the Upward Bound Program to the Center for Bilingual/Multicultural Studies.

Teacher Diversity Project – Fresno

The Teacher Diversity Project has been funded for three years by the Chancellor's Office of the California State University. The goal of the project is to increase the number of ethnic minority individuals who enter and successfully complete a teaching credential program at CSU Fresno. Project components include scholarships for classified school district staff members as well as tutoring and CBEST preparation for all underrepresented students in the School of Education and Human Development. In addition, recruitment activities are also conducted with community college and high school students interested in teaching. School of Education and Human Development faculty member Jolyne Daughtry is the program director.

Teacher Diversity Project – San Francisco

Teacher Diversity Project is a joint effort of the CSU, State Department of Education, and San Francisco Unified School District. The project emphasizes a curricular rather than extracurricular approach to recruitment of teachers from diverse groups, and utilizes

a minority teacher recruitment model, engaging promising minority students in teaching/learning experiences designed to guide them toward careers in teaching. The project is also committed to helping retain ethnic minority students who are enrolled in teacher education programs at SFSU. The program targeted Asian-American, African-American, and Hispanic students at the high school, undergraduate, and postgraduate levels. Its objectives are to encourage participants to remain in school and to provide them with early teaching experiences and a general orientation to teaching as a career. Students participating in the program receive formal instruction in pedagogy through coursework modified or developed for the purpose, serve as tutors in high schools, and are given opportunities to improve test-taking skills in preparation for CBEST. Stipends are awarded to high school participants, while undergraduates receive larger awards to help support their university studies. Postbaccalaureate students enrolled in a credential program received fellowships.

Teacher Diversity Project – San Luis Obispo

The campus has brought seventy Hispanic and African-American students to San Luis Obispo. Another twenty-five will begin courses fall quarter. The Teacher Diversity Project has established a close working relationship with secondary schools in the Compton and Inglewood districts of Los Angeles. Closer to home, recruitment goes on in San Luis Obispo County, northern Santa Barbara County and Allen Hancock Community College. Prospective students, their parents, teachers, and counselors visit San Luis Obispo and learn about special efforts to ensure their academic progress and adjustment to college life. Faculty members serve as mentors to individual students welcoming them into their homes and offices. Peer tutors, scholarships, and learning assistance centers are available to the Teacher Diversity Project students.

Teacher Diversity Project – San Marcos

Through a Teacher Diversity grant, the College of Education has for the past two years sponsored a

Teaching as a Career Day, in conjunction with area high schools and community colleges. This year, the event drew approximately 185 minority students from nine different area high schools. Also through the Teacher Diversity grant, teaching academies in two area high schools have been established to encourage students to identify early their interest in teaching and engage in activities which will reinforce that interest.

Teacher Diversity Project – Sonoma

This lottery-funded program works with middle schools, high schools, the County Probation Department, and Santa Rosa Junior College. Participants are trained as cross-age or peer tutors, engage in teacher shadowing and leadership activities, and receive stipends for their accomplishments. A Parental Involvement Component is currently being implemented. The goal of the project is to encourage equity students at an early age to consider teaching as a career. Tutorial support is provided to assist students in preparing themselves academically for college coursework.

Teacher Diversity Project – Stanislaus

The Stanislaus Teacher Diversity Project included components aimed at high school juniors and college juniors (many transferring to CSU Stanislaus from local community colleges). The college students enrolled at CSU Stanislaus in specially arranged summer session courses and in appropriate academic year instruction receive both academic and financial support. A donation of \$21,000 from Pacific Telesis enabled the project to offer a stipend to each participant and to assist with books during the academic year. The summer program is for high school students from all Merced County schools. Participants were housed on campus for a week, participating in various activities to generate further interest in teaching. The high school students also received stipends.

Teachers of Tomorrow – Sacramento

In 1990, CSU Sacramento initiated Teachers of Tomorrow, an intersegmental effort designed to

increase the number of underrepresented teachers in local school districts. High school students are recruited into Teachers of Tomorrow clubs at the high school level and then given the opportunity to apply for a forgivable loan to complete a teaching credential. The districts are then committed to hiring these students to teach in their "home districts."

Teacher Track – Fullerton

CSU Fullerton's Teacher Track: A Project to Increase Teacher Diversity has both a teacher aide and a high school component. As the project matured, top priority was given to retaining aides recruited in previous years and to the recruitment of additional teacher aides and high school students. Instructional aides received peer support, academic counseling, stipends for completion of coursework leading to a degree, and basic skills preparation. The high school program, for which two units of credit were awarded by CSU Fullerton, included pedagogical studies, tutoring activities, guest lectures, a campus tour, and the provision of information on financial aid.

Third Annual Teachers of Tomorrow Leadership Camp – Fresno

The School of Education and Human Development held its third Annual Teachers of Tomorrow Leadership Camp. Fifty-three students from 11 high schools spent two days attending workshops for future teachers. Students from the School of Education and Human Development and Kings River Community College were included as workshop presenters.

Urban Teachers Academy – Hayward

CSU Hayward has developed an Urban Teachers Academy project in partnership with area junior and senior high schools, community colleges, business, and community-based organizations. The Teacher Diversity grant has enabled the campus to increase participation of ethnic minority students in the project. The academy is associated with an urban-oriented

credential program and provides support activities for prospective teachers at a number of levels, beginning with junior high. Delivery vehicles include Future Teachers Clubs (for junior and senior high school students), a Future Teachers Association (for college students), Teachers for Tomorrow courses (for high school students), an Instructional Aide/Immigrant Teacher Career Path program, and the Urban Intern Program. It is a central feature of the project that junior and senior high school students who participate in Future Teachers Clubs or enroll in Teachers for Tomorrow (orientation to teaching) courses become affiliates of the Urban Teachers Academy and can remain so throughout their secondary and post-secondary education.

The Urban Intern Program is the "capstone" component. In 1990-91, 22 interns from the program served in two inner-city elementary schools in east Oakland. An additional 6 interns were placed in secondary schools.

The Instructional Aide/Immigrant Teacher Career Path program was conducted in cooperation with Chabot College and National Hispanic University. The activities included the identification of transferable coursework in liberal studies, advisement of nontraditional students, and help for holders of foreign credentials.

Programs for Support of Beginning Teachers

California New Teacher Project – Chico

Chico led, as a part of the California New Teacher Project, a consortium of school districts and county offices in rural northern California in efforts to support and assess beginning teachers. The project offers interactive television classes and on-campus seminars to beginning teachers. Each new teacher has a peer coach at the school site and has forty-two hours of training.

California New Teacher Project I – Dominguez Hills
Known as "Project SUPPORT," this LAUSD/CSUDH partnership project offers 30 new elementary teachers a master's degree program as part of an overall effort to build leadership skills in new teachers. It is supported by a \$150,000 grant from the California Department of Education.

California New Teacher Project II – Dominguez Hills
This cooperative LAUSD/CSUDH project field tests a model for retraining new elementary teachers in inner-city schools. It is supported by a \$43,000 grant from the Commission on Teacher Credentialing and the California Department of Education.

California New Teacher Project – Professional Development Center for Cultural and Language Diversity – Fresno

This is a California New Teacher Project initiative involving collaboration with the School of Education and Human Development and the Clovis Unified School District. The purpose is to establish and maintain a field-based training center and support facility for student teachers and beginning teachers to prepare for work with diverse cultural and ethnic populations.

California New Teacher Project – Hayward

Approximately 150 new teachers in Oakland are paired with a mentor teacher and a teacher consultant at the school site. An extensive *New Teacher Handbook* and a three-day orientation are provided to the new teachers by the district's Mentor Teacher Program and the Oakland Education Association. Groups of five to ten new teachers go to monthly meetings with mentors. New teachers also can observe mentors modeling exemplary teaching methods. A university faculty person visits new teacher classrooms and coordinates the project. This project was established under the New Teacher Retention in Inner City Schools Program (CSU-CDE) as one of the first beginning teacher support

projects in the state. Because the CSU was unable to continue funding beginning teacher support programs, the Hayward-Oakland project joined the CNTP project.

California New Teacher Project – Long Beach

Using three main components, the Long Beach (CSULB and LBUSD) California New Teacher Project addressed the needs of new teachers. The components included: (1) Each new teacher is paired with a "professional associate" who becomes an on-site resource person for the new teacher. (2) Staff development provides training in classroom management, working with parents, and other critical topics. (3) Observation lessons are arranged so that the new teacher can observe other teachers. The Teachers Association of Long Beach participates in the staff development sessions.

California New Teacher Project – Northridge

This collaborative project involves the School of Education, CSUN, the Los Angeles Unified School District (LAUSD) and a teachers union, United Teachers of Los Angeles (UTLA). The main goal of this project is to bridge the gap for beginning teachers between preservice and inservice university teacher preparation and first year classroom teaching. The purpose is to support first year teachers who are graduates to help ensure teacher retention. This project was selected for national recognition as a recipient of the AASCU 1992 Christa McAuliffe Award in the category of *Creating New Strategies for Ensuring the Quality of Graduates in the Field of Education*.

California New Teacher Project – San Francisco

This project was established originally as a New Teacher Retention project sponsored by the CSU and State Department of Education. It was transferred to the California New Teacher Project when budget difficulties prevented further funding. The San Francisco Unified School District-San Francisco State project served annually about 50 beginning teachers who attended

regularly scheduled grade level meetings in which teaching-related concerns and ideas are shared and a monthly topic discussed. Mentor teachers facilitated these meetings. New teachers were matched with mentors and received release days for observation, lesson planning, co-teaching and peer coaching with mentors. University faculty lead discussion groups using the casebook approach. New teachers receive a stipend for instructional materials.

New Teacher Network – Fresno

The School of Education and Human Development and the Fresno County Office of Education have jointly embarked on a project to support beginning teachers in Fresno County. The program was initiated with an opening conference followed by a series of follow-up workshops which were held throughout 1991-92. Persons who have been specially prepared for new teacher induction were drawn from both the School of Education and Human Development and the Fresno County Office of Education. The first component involved the preparation of a cadre of leadership teachers in various county schools who mentored new teachers. A second component involved a series of six workshops (one semester unit each) that were taken by new teachers in conjunction with their induction experiences.

New Teacher Retention Project – San Diego

The New Teacher Retention Project was collaboratively developed by the San Diego State University College of Education and San Diego city schools to provide a formal support network for teachers during the critical transition period of their first year of professional service; to extend the new teacher's knowledge base for sound professional decision making; to strengthen the instructional effectiveness of new teachers working with students from culturally diverse backgrounds; to increase the retention of effective teachers in such settings; and to establish sustained collaborative linkages between San Diego State University and the

San Diego Unified School District. This successful program has a new teacher retention rate of over 95 percent, and has received national recognition from the American Association of State Colleges and Universities.

Teaching in a Multicultural Classroom Course for Beginning Teachers – Stanislaus

This one-unit course is designed to provide curricular and instructional support to first and second year teachers who have graduated from the campus single subject credential (secondary) program. Teaching in a Multicultural Classroom is the theme woven throughout the three Saturday workshops. This course will allow teachers to gain new information, share already known information with others, and develop a support system of teachers who have completed the credential program.

Francisco, and the University of California at Riverside. Each institute sets its own goals and develops and implements change strategies within the broad parameters of the state goals. Some institute programs are described below.

Beginning in 1990/91, CSU funding for the Comprehensive Teacher Education Institutes was withdrawn by the trustees to meet the unfunded CSU budget obligations; however, the California Department of Education continues to administer and fund this exemplary collaborative strategy for strengthening teacher preparation.

California State University, Northridge – The Comprehensive Teacher Education Institute (CTEI) at Northridge is a collaborative effort between the campus and the Los Angeles Unified School District that prepares and supports teachers for multiethnic, multilingual schools. Teacher preparation and support begins with the students' third year of university work and continues to their second year of full-time professional teaching. The institute also provides specialized courses to prepare students for the cultural needs of the district, and it may be able to assist in getting paid teacher assistant positions and internships in schools when available. Upon completion of teacher certification, the institute assists with job placement and continues to provide guidance and classroom support for two years. CTEI received the Quality of Education Award for Distinguished Service to Children and the Preparation of Teachers from the California Council on the Education of Teachers.

San Francisco State University – The Comprehensive Teacher Education Institute (CTEI) provides continued funding for the work in middle level education in 1991-92, including an inservice seminar for faculty from the departments of secondary and elementary

Denotes statewide or multicampus program.

Illustration IV

Sample Programs for Enhancing the Preparation of Teachers and Other Educators

○ *Comprehensive Teacher Education Institutes (CTEI)*

The CTEI strategy to improve teacher preparation was established by the CSU and the California Department of Education in 1986/87 as a result of a successful intersegmental program change proposal. Through three-way partnerships involving schools of education, academic departments, and school districts, the institutes address core goals of critical importance to the improvement of teacher education, including: (1) decision making, (2) articulation of program components, (3) curriculum, and (4) assessment.

Campuses were selected through a competitive process to establish institutes in conjunction with local school districts. The first two campuses selected in 1986/87 were San Diego State University and Cal Poly, San Luis Obispo. These campuses have now concluded the four-year institute funding cycle. In the second phase, institutes were established at Fresno, Northridge, San

education and from English, art, physical education, and mathematics. Additionally, funding is received through AT&T-supported internships in partnership schools as part of the Middle Level Certificate Program.

California State University, Fresno – The purpose of this institute is to strengthen collaboration among education faculty, academic departments, the Fresno Unified School District, and other local districts. Emphasis is on collaborative decision making, articulation of preparation components, curriculum review/revision, assessment of candidates/graduates, minority recruitment, preservice and inservice linkages, and computer technology. The focus is on improving organization structure, programs, and delivery systems with a goal toward improving professional preparation, particularly in teacher education.

Joint Doctoral Proposal in Educational Leadership – Bakersfield

California State University, Bakersfield and the University of California, Santa Barbara have been officially approved to negotiate a joint doctoral degree in educational leadership; the proposed program will be submitted to the UCI/CSU Joint Graduate Board and the CPEC Joint Graduate Board in winter '93. The uniqueness of the program is its goal of preparing scholar/practitioners who will serve in leadership and/or applied research roles in school districts. The program will include: a substantive core in leadership/organizational management and change theory and practice, policy analysis, and facilities planning; a cross-cultural focus; a specialization; and a quantitative and/or qualitative research component. Graduate students admitted to the program will demonstrate potential leadership abilities, and members of underrepresented groups will be included in each doctoral program candidate cohort.

Alliance for Excellence – San Diego

This partnership with La Mesa/Spring Valley District is a cooperative, school site-based program for the

preservice and inservice education of teachers. Goals for the partnership include the development of a program which incorporates state of the art knowledge and research in the major curricular areas of reading, language arts, mathematics, science, social studies, and art, a commitment to a collaborative model of clinical supervision; an integration of multicultural education throughout the three semesters of the Student Teaching Seminar; a strong emphasis on integration of the language arts throughout the entire curriculum; opportunities to participate in district inservice programs for teachers; and the provision of continuing education for district teachers. This program has won national recognition from the Association of Teacher Educators.

Apple – Christopher Columbus Consortium Project – Dominguez Hills

This Apple Computer/CSUDH project implements high tech classrooms at two school sites (CAMS and Compton). It includes a donation of 20 Macintosh computers, peripherals, and software.

Bilingual Teacher Training Program – Title VII – Chico

This three-year grant, recently awarded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, is designed to address the critical shortage of teachers trained to work with limited English proficient students. The program provides financial assistance and training leading to bilingual emphasis basic credentials (multiple subjects or single subject) for 25-30 student teachers each year.

California Math Science Teacher Corps – Dominguez Hills

This program recruits and trains early retirees from Rockwell, Hughes, TRW, and McDonnell Douglas as math and science teachers. It is supported by funds from each of the participating companies.

California Strategic Planning for Restructuring Special Education – San Francisco

This training program will provide collaborative services personnel to the state of California. Professionals will be available to serve local school districts currently implementing one of a number of school restructuring and service integration reform plans. Practicing human service professionals and university students will come from a variety of backgrounds, including health, social work, education, and psychology. Internships will be conducted at school sites participating in the statewide service integration project or at local school site districts participating in SB 620, the Healthy Start Initiative.

Center for Educational Renewal – San Luis Obispo

The University Center for Teacher Education at San Luis Obispo was selected in 1991 as one of eight pilot sites nationwide—the only one in California—to begin a new effort to improve teacher preparation. As a member of the prestigious Center for Educational Renewal, organized by John Goodlad at the University of Washington, San Luis Obispo made a commitment to improve teacher education and public schools simultaneously. The center's steering committee set an ambitious agenda of revising the curriculum, recruiting minority students into the teaching program, improving the selection and training of teachers who supervise student teachers, and establishing professional development centers at exemplary local schools.

Center for Teacher Education – San Luis Obispo

In 1990, San Luis Obispo established the University Center for Teacher Education. The new organization differed from the old, and from the majority of teacher education programs in the United States, in two important respects. First, the center is composed not only of education professors but of all faculty members across the campus involved in teacher education. This

expanded faculty enhances a universitywide commitment to teacher education. Second, the University Center for Teacher Education's mission is to collaborate with public schools in the design and implementation of its programs. A steering committee of university faculty and public school representatives sets the direction for the center.

Chula Vista Professional Development School – San Diego

The Chula Vista Professional Development School has been established to develop and offer field-based, collaborative preservice teacher preparation programs, and to create and deliver comprehensive programs for the extended development of teaching professionals in the Chula Vista public schools. It also will provide a setting for educational professionals to work together to conduct research as well as test and evaluate new teaching and learning strategies.

Clinical Schools Project – San Francisco

This program was developed collaboratively with the San Francisco Unified School District and United Educators of San Francisco. The program is committed to joining two tenets of the national reform agenda, the restructuring of schools and the renewal of the teacher education program. The program focuses on the clinical phase of teacher preparation to significantly change the processes by which teacher interns prepare for service in San Francisco's public elementary schools. Six clinical school sites were designated for student teachers, university faculty and administrators, and classroom teachers to focus on the specific realities of urban education. A main goal of the project is to fundamentally change teacher preparation to realize long-term improvement in student achievement, increase the pool of teachers prepared for service in urban schools, reduce the attrition rate of new teachers, and contribute to teacher preparation knowledge. This project is funded by AT&T.

Collaboration for Community: An Educational Partnership Program – Long Beach

The purpose of the project is to examine and adjust the manner in which the university trains future professionals in the fields of teacher education, social work and nursing in order to enhance the learning/social environment for student growth. It is projected that an integrated services approach to K-12 students and their families will result in an enhanced sense of community and translate into a supportive environment for student learning. LBSD and CSULB work in partnership through two middle schools where university students are placed in field placement assignments. Collaboration between the middle school teacher and principals, university faculty and students occurs at scheduled meetings at the middle schools and team-taught classroom sessions at the university.

Compton/CSUDH Model School Project – Dominguez Hills

A cooperative effort with Compton administrators, teachers, and parents is establishing a model training school in the Compton Unified School District. This effort has been supported by a planning grant from the CSUDH Lottery Fund and a \$92,000 grant from the ARCO Foundation.

Concept 2000: A Partnership with Pomona School District – Pomona

Concept 2000: A Partnership with Pomona Unified School District is a collaborative partnership between Cal Poly Pomona and Pomona Unified School District at Kellogg Polytechnic Elementary School (KPES) representing an effort to establish viable linkages with K-12 education. This format agreement between entities demonstrates a commitment to work to maximize effectiveness of KPES in its mission as a multicultural, professional development school with an interdisciplinary curriculum program, a polytechnic approach, and a science and mathematics theme. Embedded in

this mission of the school is the focus on research, creative application of curriculum and instructional practices, staff development, teacher education, and teacher retention. Various partnership activities were implemented during the 90-91 academic year. Some of the most significant include Tobacco Resistance Activity Participation, New Worlds of Learning, Teacher Aide Path to Teaching, Teachers of Tomorrow, Faculty Inservice Workshops, Science Speakers Bureau, Reading Tutors, Math Field Day, Science Fair, Social Science Field Experience, Behavioral Science Evaluation Project, and Logo Design Competition. External support for the partnership has been acquired from a variety of sources, including California State Department of Education, IBM, California State Lottery, Cuisenaire, Addison-Wesley Publishers, and Southern California Edison. Southern California Edison joined the partnership during the second year.

Cooperative Internship Training Program for Bilingual Special Education Teachers or Resource Specialists – Long Beach

This project is a cooperative venture between the Division of Special Education, LAUSD and the Special Education Program at CSULB. Bilingual regular education teachers who want to become special education teachers, and bilingual special education teachers who want to extend their competencies into the area of resource specialist are served by this project. Major activities of the project have been to recruit bilingual (Spanish/English) teachers and special educators to enter the training program, to conduct the progression of courses and field experiences leading to the award of the Special Education Credential or Resource Specialist Certificate, and to place and supervise all educators in an internship experience with children and youth who are learning handicapped. Since its inception in 1987, the project has provided LAUSD with a source of trained special educators who are also bilingual.

Cooperative Internship Training Program for Minority Special Education Teachers of Students with Severe Handicaps – Long Beach

This project provides the Los Angeles County Office of Education with a source of trained special educators for children and youth who are in classes for the severely handicapped. Regular education teachers who want to receive training to qualify them for the Special Education, Severely Handicapped Credential are served by this project. A major emphasis of the project is to recruit teachers from minority populations. The placement and supervision of educators in an internship experience working with children and youth who are severely handicapped is an integral part of the project.

Cooperative Programs in Educational Administration – Los Angeles

The Educational Administration Program at CSLA has provided cooperative programs with school districts in the service region since the late 1970s. These programs lead to the master's degree in educational administration, and to both the preliminary and professional administrative services credentials. Currently, approximately 300 students are served within the cooperative programs. A faculty member serves as the coordinator of the program. School districts are contacted regarding possible interest. Recruitment meetings are conducted in the school district, at which time the program is explained and application materials and procedures are distributed. Students are admitted and enrolled in cohort groups which meet and attend classes at a public school site within their school district. The students are taught primarily by university program faculty but, when resources are available, adjunct faculty are selected from among the highly regarded practicing administrators within the cooperating school district. In the past, this has included the assigning of mentors from the school district to supervise the field work experiences of the participating students.

The program has been highly successful, with more applicants than there are resources to serve. The students enjoy the added support of the cohort group format and the link that can be made to the unique qualities of their school districts which can be built into the program. School districts find it valuable to target their aspiring administrators, explore their talents, and place them in administrative positions confident of the quality of their preparation.

Danforth Educational Administration Preparation – Fresno

A Danforth Foundation grant provides support for the preparation of diverse populations in educational administration. It also provides funds for School of Education and Human Development educational administration faculty to work cooperatively with area school personnel in reviewing the educational administration program and to develop innovative delivery systems to meet emerging district and student needs. Seventy-six students in this cohort were enrolled in the program during 1991-92. We have received a second year (\$52,000) and a third year (\$37,000) continuation of Danforth funding for development implementation, and evaluation of the new educational administration preparation model.

Demonstration Teaching Laboratory Program at Kennedy Elementary School – San Diego

The purpose of the program is to create an integrated, balanced learning environment at Kennedy Elementary School, provide a setting for the demonstration of exemplary teaching in a cooperative project, and develop a parenting component to strengthen the home-school relationship. The collaborative partnership is a professional development model that involves the on-site preparation of university students at year-round, multiethnic, multicultural inner-city magnet schools. As a demonstration laboratory, SDSU professors and school faculty provide demonstration lessons. Further, the site serves as a research center in

math education and provides internship experiences for SDSU students in social work, speech pathology and counseling. This program is preparing teachers to succeed in settings affected by a changing school population and a changing social structure.

Distance Learning – Sacramento

CSU Sacramento has two distance learning programs in place. A master's program in counselor education is offered in the Sierra Foothills and draws 30-plus students from Roseville to Lake Tahoe. Second, a learning handicapped specialist credential and master's degree program is based in Solano County and has 25-30 students enrolled.

Distinguished Teacher in Residence – San Marcos

With six inland North County school districts, San Marcos has established the Distinguished Teacher in Residence program which provides opportunities for teachers from those districts to spend two years on leave to serve as full-time faculty in the College of Education. Distinguished teachers are chosen by a search committee consisting of representatives of the university and the participating school districts. In addition, the program allows opportunities for College of Education faculty to have assigned time to work in area school districts on projects of mutual interest. Currently, the campus is concluding plans to expand the program for next year through an agreement with six additional school districts.

Encore/M Program – San Francisco

This project is cosponsored by the U.S. Army and Navy, the California State Department of Education and the San Francisco Unified School District to assist retiring military personnel to enter the teaching profession. Selected from over 50 applicants, seven candidates were chosen for the intensive experimental program which began in the fall of 1991. Five of these students received both their credentials and MA degrees in May and are expected to begin teaching in the Bay Area next fall.

Field Center Collaboratives – Stanislaus

Three collaborative secondary teacher preparation programs were the recipients of the award for innovative teacher education programs by the American Association of State Colleges and Universities. Field centers have been established with the Manteca High School and Lincoln Middle Schools; with the Turlock Joint School Districts; and with the Merced and Atwater school districts. Students travel to the university campus for only one course; all other coursework and field experiences are conducted at the field centers. The programs closely integrate theory and practice. The student teachers become an integral part of the school staff and are regarded as partners, not guests. Teachers and site administrators are involved in the program. A university in-residence field director is consistently available for support and assistance to the students and to the teachers.

Finding and Keeping the Best – Chico

This is a Special Education Internship Program, aimed at improving the quality of special education within CSU Chico's vast rural service area. The project tests an alternative model of teacher education and development, emphasizing shared university-public school responsibility in the recruitment, selection, preparation, and retention of teachers. Features of the program include: recruitment of talented general education teachers for graduate specialist education; courses made accessible through interactive television and full-day sessions; training of local support teachers to provide on-the-job assistance to interns; formation of regional support and professional development networks.

The CSU Chico Special Education Program has formed partnerships with 27 school districts and county offices within its 33,000 square mile region. In addition to the commitment of CSU Chico and the public schools, the project is federally funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services at \$107,000 annually with expected

continuation through 1995-96. During the course of the current four-year project, 60 interns will complete the program and another 60 experienced teachers will be educated as mentors. This collaborative project has been featured at national conferences of the Council for Exceptional Children and the American Council of Rural Special Education.

Hillside Demonstration School – San Bernardino

Our Hillside Demonstration School project just won AASCU's prestigious Christa McAuliffe award for outstanding school/college collaboration. The campus jointly administers this nearby elementary school with the full cooperation and excellent support of the San Bernardino city schools.

IBM-California Educational Partnership – Dominguez Hills

This IBM/CSUDH partnership introduced a networked PC lab to CSUDH teacher trainees. It involves a donation of fourteen IBM PCs, peripherals, software, and training.

Indian Teacher and Educational Personnel Program – Humboldt

The Indian Teacher and Educational Personnel Program (ITEPP) provides American Indian and Alaskan Native students with the opportunity to complete the regular Humboldt State University program requirements for credentialing as teachers, counselors, administrators, or ancillary educational personnel for Indian communities and public schools. The success of ITEPP comes through additional coursework and classroom fieldwork designed to meet the unique and special educational needs of Indian and other minority children. Emphasis is on American Indian and multicultural teaching methods and curricular materials. The ITEPP staff actively recruits and encourages American Indian students to attend Humboldt State University. ITEPP provides academic advising, student advocacy, tutorial services, word processing equipment, specialized library services, and other support services.

Interactive Videodisc Project in Orientation and Mobility – San Francisco

This project will develop an interactive videodisc approach to personnel preparation in orientation and mobility for the visually impaired. The project is undertaken in response to the growing shortage of orientation and mobility teachers to serve visually impaired infants, toddlers, children, and youth to integrate technology and innovative teaching methods into preservice preparation, to develop instructional media, and to prepare regular educators, general special educators, classroom aides, and other related service personnel serving students with visual impairments. It is funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services.

Internship Programs – San Bernardino

San Bernardino fostered "internship programs" in elementary, secondary, bilingual, and special education which allow mature students with two years of prior teaching experience to complete their methods courses and student teaching while fully employed on emergency credentials. These students receive extra supervision and help by mentor teachers. Over 40 percent of student teaching is now done through the internship program.

Joint Teacher-Counselor Training for Disadvantaged Students – Sacramento

Sacramento offers a joint teacher training/counseling program in a K-12 school. The program, which focuses on low socioeconomic level students, and culturally and linguistically diverse students, has been recognized as exemplary by the California Council on the Education of Teachers.

KCET/CSUDH Partnership – Dominguez Hills

KCET (Channel 28) has formed a partnership with the School of Education whereby new educational programming to be delivered by KCET is field tested

and reviewed by CSUDH faculty. Two recent programs, "Quest for Education" and "Hooked on Books," were developed with input by CSUDH faculty and students.

Kegley Institute of Ethics – Bakersfield

Annually, the Kegley Institute of Ethics provides day-long workshops targeted toward enriching the preparation of public school teachers and administrators in handling the ethical issues that arise daily in their careers. A recent workshop focused on respecting and promoting diversity, with special focus on the programs and issues faced by public school teachers. Another workshop will focus on tough choices faced by middle school children. In addition, the institute continues to provide faculty speakers on ethics for the Kern Middle School Leadership Conference.

Language Development Specialist Inservice Project – Fresno

This project is a long-term and intensive collaborative effort involving university and school district personnel. It is designed to increase participating teachers' effectiveness in meeting the needs of limited English proficient students and to prepare those teachers for the LDS Certificate Examination. Sessions are held at the school site, enabling teachers to participate more easily and affording opportunities to demonstrate methods and materials in authentic classroom situations. The training staff is composed of university and school district personnel, providing teachers with a variety of perspectives. As a result of the success of the 1990-91 program, the Clovis Unified School District (CUSD) and CSUF have begun implementation of a three-year "trainer of trainers" model of the LDS Inservice Project. During 1991-92, the project prepared 25 more CUSD teachers who will take increasing responsibility for training new cohorts of CUSD teachers. The ultimate goal is to have a cadre of district personnel who can meet their training needs in years to come. Dr. Robert Pritchard serves as the coordinator of the LDS program.

London Programs 1992 – Fresno

The Fresno School of Education and Human Development has a continuing association with the Harrow School District in northwest London. One program provided comparative education experience. It occurred during summer 1992 and was focused on studying efforts to reform schools in the United Kingdom and the United States. This program provided opportunities for independent study and research by faculty and/or graduate students.

A second program component involved a student teaching experience in the Harrow School District. During spring 1992, twelve students were involved in an eight-week student teaching experience. They also received additional course experience related to the educational system in England.

Management Assistance Team – San Diego

A team of SDSU educational administration faculty are working in National City to develop the management skills of National School District administrators. This effort is funded by the San Diego County Office of Education.

Mathematics and Science Partnership Project – Bakersfield

The Mathematics and Science Partnership Project (MSPP), a cooperative agreement among IBM California Education Partnership, Kern High School District and CSUB, is designed to educate and empower grade 9-12 teachers to raise their expectations for mathematics and science instruction and facilitate improvement of math and science teaching. MSPP teachers use networked computers and one multimedia workstation in each classroom. They develop multimedia lessons, materials, activities, and strategies for use in an integrated math or science program. The project provides opportunities for female and limited English proficient students to participate actively in math and science instruction. MSPP teachers have significant

impact on the education of students in preservice and inservice teacher education programs at CSUB by serving as cooperating teachers and being invited to teach workshops and courses.

Model Education Center – San Diego

The Model Education Center implemented by SDSU and Cajon Valley Union District is a professional development school established in 1984. The goals of the MEC focus on applying principles of school effectiveness research to improve achievement and create a more positive climate; strengthening the skills of classroom teachers through opportunities to teach at the MEC or participate in staff development activities; providing collaborative on-site training and supervision of San Diego State University student teachers; offering opportunities where exemplary classroom and supervisory practices can be observed; and creating close university-school cooperation in shaping teacher training and curriculum coordination. This program won national recognition from the Association of Teacher Educators.

Multidistrict Institute for Staff and Teacher Education (MIST-E) – Chico (In Partnership with Tehama County)

This three-year institute program has been developed to provide inservice training and retraining for teachers working with language minority children. This three-year institute concentrates on the following: Year one staff development includes strategies for access to core curriculum and curriculum models for all students. Year two staff development includes preparation for passing the California Language Development Certificate Examination. Year three staff development includes developing trainers of teachers. By the end of the third year, candidates are expected to serve as trainers for other educational personnel.

New Horizons – Long Beach

The project provides an opportunity for scientists, mathematicians, and engineers to make a career change

to secondary science and/or mathematics teaching. It includes an introduction to teaching, preliminary directed field experience in classrooms, and individualized advising for these nontraditional credential candidates. It encourages individuals with practical experience in industry or the military to share their expertise and enthusiasm with young people. Thus, the project helps to improve the level of science and mathematics teaching by bringing highly trained people into teaching. Because many of those attracted to teaching from other careers are women and/or minorities, the project helps to diversify the pool of teachers.

Oakland-CSUH Urban Professional Development School Urban Intern Program – Hayward

The Urban Professional Development School Project is an outgrowth of the New Teacher Support Project designed to train and support inner-city teachers through their credential year and first two years of teaching. Located at two East Oakland elementary schools, Brookfield and Melrose, the project is an intense, site-based Teacher Corps-style credential program coupled with a major school restructuring effort. The underlying premise is to train new teachers in schools that are grappling with how to significantly change the education of inner-city children. Both schools have instituted shared decision-making forms of governance supported heavily by Pacific Telesis's Education for the Future project at Brookfield and by smaller direct PacTel grants to Melrose. This year a third East Oakland school, Whittier, is beginning the first stage of the change process. The Urban Intern Program is also a part of the School of Education's Urban Teacher Academy and most of the interns are members of ethnic minorities. Hayward faculty direct the Urban Intern/Urban Professional Development School and serve as the restructuring coach for all three schools. A total of \$330,000 has supported these efforts.

Online with Language Arts Project – Dominguez Hills

This partnership is with IBM and Nimitz Junior High School (LAUSD). School of Education faculty assist teachers in the effective use of computers in enhancing language arts instruction.

Paraprofessional Program – Chico (in Partnership with Tehama County)

Links have been established between the Center for Bilingual/Multicultural Studies and districts across the CSU Chico service area, and local community colleges. These ties have been designed to provide paraprofessionals working with limited English proficient (LEP) students the opportunity to earn college credit applicable to a college degree and beyond.

Partnership in Preparing Special Education Teachers – San Diego

This 48-month personnel preparation project, funded by the U.S. Office of Special Education and Rehabilitative Services, addresses the critical need for credentialed teachers in the vast rural desert area of Imperial County, California. The project is a collaboration between SDSU department of special education, the Imperial Valley State Educational Local Planning Area (SELPA) and 17 separate school districts. The partnership allows for a teacher education service delivery model that includes (a) a combination of coursework offered onsite in Imperial Valley, supplemented by instructional television beamed from San Diego; (b) summer coursework on the San Diego campus; (c) a month-long immersion experience in Ensenada; and (d) coordination by a full-time faculty member of the practical supervision and student teaching internships experiences of the participating teachers. It is estimated that over the four years of this project, 40 teachers will complete the graduate program leading to special education specialist credentials.

Peace Corps Fellows Program – San Francisco

In the spirit of improving educational opportunities at home, returned Peace Corps teachers apply skills

learned abroad to our nation's inner-city classrooms. Under an agreement with the Peace Corps, this program combines full-time teaching in inner-city schools with evening coursework leading to a California teaching credential and/or master's degree in the field of education.

PIMCES – The Project to Improve Methods Courses in Elementary Science – Long Beach

PIMCES aims at enhancing the quality of the preparation elementary school teachers receive for teaching science by upgrading the science "methods" course typically required of preservice candidates. During the summers of 1991 and 1992, ten-day PIMCES institutes at four different sites brought together almost 120 instructors of these courses to share and to learn new ways to help their students become more effective teachers of science. PIMCES is supported by a grant from the National Science Foundation.

Professional Development School – Fresno

Balderas Elementary School in the Fresno Unified School District has been designated as a Professional Development Center for the School of Education and Human Development (School of Education and Human Development). Currently, university faculty from the School of Education and the department of linguistics are providing special preparation on effective methodologies and practices for meeting the needs of LEP students. Those completing the program will have received strong preparation for the state language development specialist examination.

Professional Development Sites – Fullerton

As a result of efforts to more fully integrate university and field experiences, Professional Development Sites (PDS) in the Fullerton Elementary School District and Placentia Unified School District were established. Teachers at these sites play a significant role in the professional development of credential candidates by serving as either master teachers or demonstration

teachers and by conducting mini seminars. Similar Professional Development Sites are being planned with the ethnically diverse Santa Ana and Corona school districts.

CSU Fullerton and Santa Ana Unified School District have established a professional development school at Carr Intermediate School. Carr has been targeted to receive increased inservice training for its teachers; as well, pre-credential candidates are being assigned to the school. Mentor teachers are acting as master teachers to the credential candidates. In addition, university faculty are conducting seminars on the junior high campus. A similar Professional Development Site is being planned in the Fullerton High School District.

Project Catalyst – Fullerton

This three-year program was designed as a national model for teacher preparation in geology, meteorology, physical oceanography and space science. It is an educational partnership of scientists from research, industry and the university with educators from school districts and state agencies participating in the program. At the conclusion of this project, over 500 teachers will combine summer institute, content-intensive study with academic year work to become earth and space teacher specialists.

Project SEED – Dominguez Hills

A cooperative project with TRW, CSUDH, and the LAUSD to develop, test, and implement hands-on science materials for elementary schools. The project is supported by a four-year grant from TRW averaging \$50,000 per year.

Project Teach: A Model for the Improvement of Teaching – Fullerton

Teachers learn to teach as they've been taught! Recognizing this, the Fund for the Improvement of Post-secondary Education (FIPSE) has funded CSU Fullerton to improve the teaching of prospective elementary

school teachers by improving the instruction they experience in academic coursework in their undergraduate program. Six senior and 17 junior faculty from humanities, social science, natural science, mathematics and human development are exploring the elements of effective teaching and the role that professors play as models of good teaching for prospective teachers in their classes.

Project Ten MA Program – Dominguez Hills

Project Ten is a cooperative project offering a field-based MA program for teachers working in ten inner-city schools. Fifty-eight teachers are currently in this program.

Santa Ana-Fullerton Elementary Mathematics Project – Fullerton

This project will train an additional 99 teachers in mathematics content and methodology over two years. Instructors for the project were selected from the project's graduates. The project also provides instruction in mathematics for principals and assistant principals.

SDSU/Crawford High School/Mann Middle School Professional Practice School – San Diego

The purpose of this professional development center is to enhance the preparation of secondary teachers. This is the responsibility of university and public school personnel working together to provide the greatest breadth and depth of experience and knowledge possible. The high school and middle school campuses, the student teacher's future work place, provide the most realistic and enlightening environment for professional growth and development. Program emphases are placed on (1) teaching and learning in culturally diverse settings and (2) studying the relationships between subject matter and teaching (pedagogical content knowledge), an essential element in both the coursework of the program and the classroom experiences of future secondary teachers.

Special Education Internship Program – San Diego

This four-year program has established a cooperative (SDSU and SDUSD) internship program for preparation of teachers of students who are either severely/profoundly handicapped (SH) or seriously emotionally disturbed/behaviorally disordered (SED/BD). The project is designed to address critical manpower needs in special education, particularly the programs mentioned above, by taking advantage of a unique credential preparation option provided by the California Commission on Teacher Credentialing that permits school districts to enter into partnerships with universities for the employment and training of teacher interns.

Special Education Internship: Project WIN – Pomona

This project is a three-year internship training program recently awarded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services, to the School of Education. The program is titled "Project WIN: A Collaborative Internship for Waivered Teachers of Ethnically Diverse Students with Disabilities." It seeks to fill a major shortage in personnel needs in special education in California. The formulation of this project was the collaborative effort of all participating organizations: Cal Poly Pomona, the local school districts of Chino, Fontana, Ontario/Montclair, and Pomona, and the West-End Local Special Education Planning Agency (WESELP). The grant award is for \$118,078 annually, totaling over \$354,000 for the three-year duration of the project.

Project WIN utilizes a two-year internship training model and focuses on training teachers of the learning handicapped (LH) in the concepts of collaboration and strategies to meet the needs of the diverse multicultural population in the service region surrounding Cal Poly Pomona. The federal monies provide specialized on-the-job training for 20 special education intern teachers each year. These interns are hired for full-time employment in special education

LH classrooms in the districts of Chino, Pomona, Ontario/Montclair, and Fontana and are receiving tuition stipends to complete their credentialing coursework in special education at Cal Poly Pomona. This training impacts approximately 24,000 LH students within the service region around Cal Poly Pomona.

Student Teaching Improvement Initiative – San Luis Obispo

Atascadero and Paso Robles School Districts are joining with San Luis Obispo's University Center for Teacher Education this year to offer a different kind of student teaching experience. Instead of the usual practice of sending student teachers to different school districts to complete their first and second quarters of student teaching, student teachers at Atascadero and Paso Robles will spend their entire student teaching assignment in the same district. Teachers and administrators in the two districts will play a much more active role in the preparation of new teachers. Although the student teachers will not begin their assignments until winter term, they will participate in orientation sessions and observations during fall quarter. By the time they are ready to start student teaching, San Luis Obispo students will be familiar with their schools, know their teachers, principals, superintendent, and children. During the year, the school staff will present special workshops to assist student teachers as they confront the daily realities of the classroom. University supervisors will work as a team with master teachers, as together they supervise student teachers.

Teacher Assessment – Fresno

The School of Education and Human Development was involved with a selected consortium of TECSCU member universities in the development of a multiyear \$633,000 proposal to field test teacher assessment instruments developed by the National Board for Professional Teaching Standards (NBPTS). In addition

to CSU Fresno, universities involved in developing the proposal included State University College at Buffalo (New York), Austin Peabody State University (Tennessee), Emporia State University (Kansas), and the University of Southern Mississippi. Participating universities identified local school districts that have agreed to serve as field sites for special teacher assessments. The outcome of this proposal is still pending review from NBPTS.

Title VII Bilingual Education Project – Dominguez Hills

This partnership with several area school districts is designed to increase the pool of bilingual and language development specialists. It provides scholarships and training leading to a bilingual or language development specialist credential. It is supported by a \$135,000 grant.

Urban Leadership Institute – San Francisco

The Urban Leadership Institute provides a masters's degree program for school administrators. It was established in cooperation with the Education Administration Program at SFSU and the San Mateo Office of Education and the San Francisco Unified School District.

CSU Institute for Teaching and Learning
and
ERIC Clearinghouse on Higher Education

The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

All CSU/ITL ERIC RIE citations are tagged with the following identifiers appearing in the IDEN:Field:

- College Teaching and Learning Collection; and
- California State University for Teaching and Learning.

All CSU/ITL citations carry the following statement in the Note Field:

This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.